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ABSTRACT

Representatives of 11 organizations playing a leading role in agricultural education (AE) attended a conference to discuss their vision of AE in the year 2000. During the conference, the issues of greatest concern to AE were prioritized, specific strategies/solutions to accomplish each priority were identified, an action plan to achieve desired outcomes and a mission statement unifying the entire AE profession (grades K-14 and adult) were developed. Adjustments in AE organizational structures to foster productive and efficient national leadership were proposed. Among the items included in the action agenda were the following: clarify/define authority, staff, leadership, and other roles; propose shared management services and overhead reduction; create and leverage job openings for executive director positions; consider consolidating AE boards; create an AE budget; and provide training for boards. (Appendixes constituting approximately 75% of this document contain the following: participant list, conference agenda, AE organization profiles, extracts from a study to identify high priority AE issues, list of priority issue strategies and action plans, general session notes, congressional forum speaker summaries, conference memorandum of understanding and news release, mission statement development notes, and matrix of strategies and promises.) (MN)

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ED 374 215

Vision 2000

Conference Report
July 21-24, 1994

Coordinated by the
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Vision 2000

Conference Report
July 21-24, 1994

Participating Organizations

American Vocational Association, Agricultural Education Division
American Association for Agricultural Education
National Association of Supervisors of Agricultural Education
National Council for Agricultural Education
National FFA Alumni Association
National FFA Foundation
National FFA Organization
National Postsecondary Agricultural Student Organization
National Vocational Agricultural Teachers' Association
National Young Farmer Educational Association
United States Department of Education

under the direction of the
National Council for Agricultural Education
P.O. Box 15035
5632 Mt. Vernon Memorial Highway
Alexandria, Virginia 22309-0035

VISION 2000
CONFERENCE REPORT

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Prepared and published by the National Council for Agricultural Education in cooperation with the U. S. Department of Education as a service to national, state and local agricultural education agencies. Funding support for the Vision 2000 Conference report was provided by the Farm Foundation as a special project of the National FFA Foundation, Inc.

EXECUTIVE SUMMARY

Eleven organizations represented by the current leadership of agricultural education met July 21-24, 1994, in Alexandria, Virginia, for the Vision 2000 Conference. The meeting, which represented the first step in a larger long-range planning effort, was commissioned by the National Council for Agricultural Education last December to formulate direction and build on the initial strategic plan developed in 1989. The conference was chaired by Larry Case, Coordinator, Agricultural and Rural Education, U.S. Department of Education, who appointed three work groups to prepare the program agenda, conduct issues research and communicate the results of the conference. Following is a summary of key highlights of the conference.

Conference Objectives

The objectives for Vision 2000 as developed by the conference planning work group were to:

1. Identify and prioritize the issues of greatest concern to agricultural education.
2. Identify specific strategies and solutions and/or positions necessary to deal with each priority issue.
3. Develop an implementation plan with accountability to achieve desired outcomes.
4. Develop a mission statement which unifies the entire agricultural education profession (grades K–14 and adult) and is easily communicated.
5. Adjust and/or affirm the goals and values of agricultural education.
6. Propose adjustments in agricultural education organizational structures to foster productive and efficient national leadership for agricultural education.

Organizations Represented at Vision 2000

The following organizations were represented by executive directors, elected presidents or principal staff:

American Association for Agricultural Education
American Vocational Association, Agricultural Education Division
National Association of Supervisors of Agricultural Education
National Council for Agricultural Education
National FFA Alumni Association
National FFA Foundation
National FFA Organization
National Postsecondary Agricultural Student Organization
National Vocational Agricultural Teachers' Association
National Young Farmer Educational Association
United States Department of Education

Congressional Forum

Conference participants attended a Congressional Breakfast for Agricultural Education co-hosted by NVATA and the National FFA Alumni Association. Speakers at the meeting included Texas Congressman Charles Stenholm; Idaho Senator Larry Craig; Jim Sipiorski, President, National Council for Agricultural Education; Mark Atwood, President, Agricultural Research Division, American Cyanamid; R. D. Plowman, Acting Assistant Secretary, Science and Education, USDA; and Larry Case, Coordinator, Agricultural and Rural Education, USDE. Two common themes expressed by the speakers were the need for collaboration in communicating the importance of agriculture and countering the growing agricultural illiteracy of the American public. An historic Memorandum of Understanding was signed by the National Council for Agricultural Education, the National FFA Foundation and the U.S. Department of Agriculture. The agreement seeks to open new opportunities for cooperation and collaboration on behalf of agriculture and agricultural education. Through it, a pledge was made to "leverage the resources of USDA through public and private sector interests for the benefit of education in agriculture through the schools."

Proposed Mission Statement

A workshop that focused on developing and communicating the vision and mission for agricultural education was conducted at the beginning of the Vision 2000 Conference by Ron Davis, President and CEO of Biggs/Gilmore Communications. All of the conference participants took part in this activity, which resulted in a proposed mission statement that will be further developed by a writing team and considered by all agricultural education groups this December. The proposed mission statement reads:

> "Agricultural education prepares individuals for careers, builds awareness and develops leadership for the systems of food, fiber and the environment."

In developing the mission statement, participants sought to create language that was clear, concise, distinctive, guarded against jargon and expressed clearly the core business of agricultural education. The mission statement is intended to be the focal point of a larger communications effort that is centrally coordinated, features core message strategies and materials, and is customized for prioritized target audiences.

Strategies and Action Steps for Priority Issues

One of the work groups that prepared for Vision 2000 was charged with identifying the priority concerns and issues of agricultural education. Through a research effort led by Jim Leising and Dean Sutphin, the following issues were assigned to six breakout groups for development of strategies and action plans:

1. What should be the purposes of agricultural education in the future?
2. What curriculum realignments are needed for agricultural education that address the school-reform movement and internal concerns of the profession?
3. How should we administer agricultural education programs at the state level?
4. Who should be the clientele served by agricultural education?
5. How should the profession prepare an adequate supply of agricultural education teachers in the public schools?
6. How should the profession address federal legislation for agricultural education?

Each work group reported its results back for discussion by the full conference. A summary of their results is a part of this conference report. It represents an excellent beginning in addressing the questions above and will continue to be the focus of efforts in the coming months.

Key Outcomes

Key outcomes of the Vision 2000 Conference, by consensus, included:

1. Conviction among the eleven groups to minimize miscommunications that could hinder progress on strategic planning and lead to a lack of trust, resistance to change and feelings of exclusion from participation.
2. Development of a proposed mission statement for review by the profession.
3. Development of strategies and action steps to resolve the six priority issues.
4. Adoption of the resolution, "That agricultural education develop a structure for a new agricultural education organization under which all groups maintain autonomy while sharing resources, and that a national search be conducted, or Larry Case be appointed, to provide leadership."

The conference participants adopted the following agenda for implementation of the resolution:

- Clarify and define roles, including authority, staff and leadership.
- Propose shared management services and reducing overhead (explore competitive rates).
- Create and leverage job openings (for executive director positions).

- Consider fewer agricultural education boards (cost savings from consolidation/combination, maintain autonomy).
- Create a budget for agricultural education .
- Provide training for boards.
- Board presidents to create and communicate a position, including benefits, for adopting this resolution (adopting mission statement, define operational rules/principles to create trust).

Participants also resolved that the Vision 2000 Task Force consisting of the presidents and leaders of the organizations represented at the conference will continue through December to work with staff to develop proposals to implement the resolution. The effort will continue through a series of conference calls coordinated through the National Council for Agricultural Education.

ACKNOWLEDGMENTS

The eleven organizations and groups represented at Vision 2000 are listed in Appendix A, along with the 34 participants from the respective groups and the conference leaders and presenters. The role of these key conference participants is described in the conference agenda (See Appendix B).

Funding for conference activities, travel for those who participated and related conference expenses were provided from a variety of sources. These funding sources included the eleven organizations, universities and state education departments represented by those in attendance, and personal finances. Special recognition is given to the Farm Foundation of Chicago for providing a grant to help cover program support.

Larry D. Case, Coordinator, Agricultural and Rural Education, U.S. Department of Education, served as chair of the Vision 2000 Task Force at the request of the National Council for Agricultural Education. His guidance, leadership and hard work kept the work groups focused and the conference planning on a timely schedule.

Bill Stagg of the Communications Resources Team of the National FFA Organization and his staff are recognized for preparing next-day reports of the proceedings that were distributed to participants each morning of the conference. These summaries enriched the discussions and fostered movement toward consensus. The final report was prepared at the National FFA Center by the writing team of Jim Leising, Dean Sutphin and DeVere Burton with assistance from Bill Stagg. After the conference ended, a highlights summary of the proceedings was prepared by Bill Stagg and distributed to participants overnight by FAX. The highlights summary may be useful for facilitating communications with members of the respective organizations. The final conference report was prepared by Bill Stagg for distribution August 4 to the organizations represented at the conference.

Judy Wantz, administrative aide to the National Council for Agricultural Education, is acknowledged for her important contributions in mailing materials, assisting with the issues research, providing general assistance throughout the conference and with the follow-up activities.

Gregory Gill assisted in facilitating the conference sessions. His input and guidance were invaluable in keeping the group focused and on task. Greg added the objectivity that was necessary to help participants view issues broadly and creatively to get "out of the box" of conventional thinking. Appreciation also goes to Joyce Winterton of the Partner Development Team of the National FFA Organization for her invaluable assistance in planning and facilitating the conference, and for making possible the involvement of Gregory Gill.

Finally, without the efforts of the three work groups, the conference would not have been possible.

Work Group I identified the priority issues and alternative positions in preparation for the conference. The members included James Leising (chair), AAAE; Dean Sutphin, AAAE; and Glen Shinn, AAAE. Coordination was provided by Larry Case, USDE.

Work Group II planned the agenda for the conference. Members included presidents of the affiliated professional associations and a representative of The Council: Jim Sipiorski (co-chair), The Council; Dale Butcher (co-chair), AVA/Ag Ed Division; Tom Klein, NVATA; DeVere Burton, NASAE; and James Leising, AAAE. Coordination was provided by C. Coleman Harris, USDE.

Work Group III was charged with communicating the outcomes and vision identified from the conference. Those charged with this task were Ron Davis (chair), Biggs/Gilmore Communications and FFA Foundation; Dennis Scanlon, AAAE; Gene Eulinger, NASAE; Merle Richter, NVATA; June Dean, FFA Alumni; Gordon Stone, NYFEA; Rick Welsh, PAS; and Curtis C. Childers, FFA. Coordination was provided by Larry Case, USDE, and C. Coleman Harris, USDE.

INTRODUCTION

The National Council for Agricultural Education commissioned a National Conference for Agricultural Education in December 1993 that would focus on developing a long-range vision for the profession. "Vision 2000" sought to bring together the constituency groups for agricultural education to formulate direction, building on the initial strategic plan developed in 1989. Outcomes of the conference are shared with the profession for discussion and further refinement, leading to the next phase of strategic planning that was initiated with the 1989 report.

Larry D. Case, Coordinator, Agricultural and Rural Education, U.S. Department of Education, was selected by The Council to serve as chair of the conference and task force facilitator. In early January 1994, Dr. Case appointed three work groups. Their purposes were to a) identify priority issues and alternative positions that would serve as baseline data for the conference; b) plan the conference agenda; and c) develop a plan to communicate results.

Collectively, the three work groups set the objectives for the Vision 2000 Conference and served as the general planning committee.

Objectives

Objectives for Vision 2000 were collectively developed by the conference planning work group:

a. Identify and prioritize the issues of greatest concern to agricultural education.
b. Identify specific strategies and solutions and/or positions necessary to deal with each priority issue.
c. Develop an implementation plan with accountability to achieve desired outcomes.
d. Develop a mission statement which unifies the entire agricultural education profession (grades K–14 and adult) and is easily communicated.
e. Adjust and/or affirm the goals and values of agricultural education.
f. Propose adjustments in agricultural education organizational structures to foster productive and efficient national leadership for agricultural education.

In addition, two other objectives were added during the conference:

g. Identify the sponsorship that will be necessary to carry out the plan for agricultural education.
h. Communicate the plan for agricultural education to key stake holders and the relevant publics.

A copy of the conference agenda is contained in Appendix B.

Background

Preparation for the Vision 2000 activity included numerous task force conference calls and planning sessions, research on national priority issues and alternative positions pertaining to agricultural education and the development of conference materials.

To develop an information base for the conference, a research project commissioned by the National Council for Agricultural Education sought to identify the priority issues and their alternative positions. National leaders from the teacher, supervisor and teacher educator groups identified the issues and alternative positions using a modified Delphi process. An instrument containing these items was then mailed to 50 experts, representative of the three respective groups, to rank the issues and determine the extent of agreement on the alternative positions. Using the Delphi strategy, respondents registered their views. Results were reported to the experts and they were given the opportunity to review and change their views based on the new information and the collective wisdom of the group. Results from this second questionnaire were assimilated in preparation for the July conference. There were a total 22 issues and 156 alternative positions identified. Three outcomes were realized:

- The process led to consensus building.
- Issues of top priority and the related alternative positions provided a bench mark of current thinking in the profession and information for reflection.
- Six issues of highest priority created a framework for discussion at the Vision 2000 Conference.

Appreciation is expressed to Jim Leising for chairing the committee for this research report and to Dean Sutphin who led the research process and wrote the results.

The research report and conference preregistration materials developed by the work groups were mailed to conference participants in early July. Conference leaders and members of the writing team held a preconference session on the opening day to review plans and began a visioning process that would be used during the conference.

Role of the Facilitator

An outside facilitator, Gregory Gill, was employed to lead the developmental session and assist during the conference. In addition, selected agricultural education staff members, industry representatives and leaders in agricultural education provided information, inspiration and thought-provoking ideas for consideration. Their presentations were strategically distributed throughout the Vision 2000 Conference.

PRIORITY ISSUES WORK GROUPS

Conference participants were divided into six work groups devoted to developing strategies and actions plans that addressed the six priority issues for agricultural education as identified by the research work group. Each participant served on two of the breakout groups.

Based on the research, the following issues were identified and prioritized for development of strategies and action plans:

1. What should be the purposes of agricultural education in the future?
2. What curriculum realignments are needed for agricultural education that address the school-reform movement and internal concerns of the profession?
3. How should we administer agricultural education programs at the state level?
4. Who should be the clientele served by agricultural education?
5. How should the profession prepare an adequate supply of agricultural education teachers in the public schools?
6. How should the profession address federal legislation for agricultural education?

A review of the research gathered on the priority issues was presented to participants prior to the start of the conference sessions. Complete results of the research are contained in Appendix D.

Each work group reported back its results for discussion by the full conference. A listing of work group facilitators and participants, as well as a summary of their results, is contained in Appendix E.

To check the relevance of the strategies and action plans to the mission and key "promises" of agricultural education, a grid was created that used a "Consumer Reports" style rating to indicate the relative importance of each pairing (see Appendix J). The six strategies that emerged as primary themes for agricultural education to focus upon were:

1. Develop and implement a plan for communicating the purposes of agricultural education to industry, education, administrators, parents, guidance counselors, governmental agencies and other partners.
2. Establish a national task force to create model curriculum/program frameworks for agricultural education that integrate school reform involving key stakeholders.
3. Conduct professional development seminars.
4. Pursue methods of funding for state leadership.

5. Develop a means or system by which agricultural education develops and implements a uniform federal legislation policy.
6. Build coalitions with organizations having similar interests and policies.

These plans represent a solid beginning in addressing the priority issues and concerns of agricultural education and will be the focus of continuing efforts in the coming months.

CONGRESSIONAL FORUM

Conference participants attended a Congressional Breakfast for Agricultural Education co-hosted by NVATA and the National FFA Alumni Association. Speakers at the meeting, which was held at the Rayburn Office Building on Capitol Hill, included:

- Texas Congressman Charles Stenholm
- Idaho Senator Larry Craig
- Jim Sipiorski, President, National Council for Agricultural Education
- Mark Atwood, President, Agricultural Research Division, American Cyanamid
- R. D. Plowman, Acting Assistant Secretary of Science and Education, USDA
- Larry D. Case, Coordinator, Agricultural and Rural Education, USDE
- Robert Cox, Executive Director, National FFA Alumni Association.

Two common themes expressed by the speakers were the need for collaboration in communicating the importance of agriculture and countering the growing agricultural illiteracy of the American public. An historic Memorandum of Understanding was signed between the National Council for Agricultural Education, the National FFA Foundation and the U.S. Department of Agriculture. The agreement seeks to open new opportunities for cooperation and collaboration on behalf of agriculture and agricultural education. Through it, a pledge was made to "leverage the resources of USDA through public and private sector interests for the benefit of education in agriculture through the schools."

An overview of key themes delivered by each speaker is contained in Appendix G. The Memorandum of Understanding and accompanying news release can be found in Appendix H.

DEVELOPING AND COMMUNICATING THE VISION AND MISSION

A workshop that focused on developing and communicating the vision and mission for agricultural education was conducted at the beginning of the Vision 2000 Conference by Ron Davis, President and CEO of Biggs/Gilmore Communications and 1994 National FFA Foundation Sponsors' Board Chair. All conference participants took part in this activity, and preliminary work was done in creating a mission statement for agricultural education. The projected outcomes of the workshop were:

1. A mission statement for agricultural education.
2. A preliminary plan for communicating the vision and mission.

The goal of the workshop and subsequent related conference sessions was to redefine the mission for agricultural education so that all organizations are "pointed in the same direction." Participants were encouraged to think broadly and creatively by getting "out of the box" and to envision what agricultural education should and can be, in contrast with what agricultural education is currently. Key questions were posed to facilitate this process:

1. What is the most important contribution you can make through agricultural education?
2. What is the most gratifying aspect of agricultural education to you as an individual?
3. Why was agricultural education started?

The answers to the key questions provided elements for drafting an agricultural education mission statement. Conference participants were each invited to write a short mission statement that was then shared with the full group. Recurrent concepts and key words were identified from the suggestions offered. These became the basis for the first draft of a group statement describing the vision and mission.

A discussion concerning "brand positioning" led to a listing of what promises the organizations can make that are unique to agricultural education. Key words that emerged included leadership, environment and stewardship. Agricultural education's unique claim appeared to center around stewardship for food, fiber, and environmental systems in an agricultural context.

One proposed mission statement that emerged from the first attempt of the Vision 2000 participants to articulate their beliefs was offered by Ron Davis:

> "The mission of Agricultural Education is to recruit, prepare and support the individuals who will provide stewardship for our food, fiber and environmental systems."

Mission statement clarification and development was the topic of discussion on day two of the conference. Several concepts were discussed and clarified concerning the mission statement. A work group was assigned to write a second draft of a mission statement that incorporated the suggestions that had been brought forward. This group suggested a number of different statements including the following:

1. The mission of agricultural education is to recruit, prepare and support the individuals who will provide stewardship for our food, fiber and environmental systems.
2. Empower people to feed and lead the world.
3. Deliver leadership, personal growth and career development to the individuals who will provide stewardship for our food, fiber and environmental systems.
4. Agricultural education delivers personal, academic and career development to the individuals who will provide stewardship for our food, fiber and environmental systems.
5. The mission of agricultural education is to secure leadership and support for our food, fiber and environmental systems by delivering personal, academic and career education in agriculture and environmental sciences.
6. The mission of agricultural education is to foster awareness, career development, leadership and life-long learning for careers in food, fiber and environmental systems.
7. Agricultural education fosters awareness, provides leadership development and prepares individuals for careers related to food, fiber and the environment.
8. Agricultural education fosters awareness, provides leadership development and delivers career preparation to individuals for careers related to food, fiber and the environment.
9. Agricultural education provides individuals with awareness, leadership development and career preparation in our food, fiber and the environmental systems.

A second group was assigned to further refine the mission statements building on the work that had previously been done. The final draft mission statement developed by the conference evolved:

> **"Agricultural education prepares individuals for careers, builds awareness and develops leadership for the systems of food, fiber and the environment."**

Conference participants agreed that bullet statements should be added to the mission statement to further define its meaning. Suggested were the following concepts:

- provide an adequate supply of well-trained, highly-motivated employees for the industries of food, fiber and the environment

- provide an adequate supply of well-trained, highly-motivated leaders for the life science industries
- inform the public of the interconnectedness of agriculture, the environment and life sciences to the quality of life

Communication of the mission and vision statements is a step in the direction of becoming proactive instead of reactive. The plan for communicating the mission of agricultural education to its various audiences should include:

1. Prioritizing target audiences
2. Customizing the message to each constituency (individual groups to adapt as necessary)
3. Guarding against acronyms, technical terms, jargon
4. Use of layman's English

It was the intent of the participants in the Vision 2000 Conference that a highlights summary of the conference be delivered by FAX to all participants on Tuesday morning, July 26th (see Appendix K). A draft of the full conference report is to be mailed to participants and the leaders of all affiliate groups of agricultural education on August 4, 1994, with a final report available mid-August. Each affiliate organization will then be responsible for communicating the reports to its members and to facilitate discussion of the report with its membership by January 1, 1995.

The proposed mission statement is to be shared with all agricultural education groups and organizations. Comments and other feedback should be directed to the presidents of these groups for consideration during a series of conference calls to be scheduled prior to the AVA meeting this December. Procedures for finalizing the mission statement will be developed by an action force comprised of the presidents of these organizations working under the direction of Larry Case.

POSSIBILITY THINKING FOR FUTURE COLLABORATION

Agricultural education is composed of eleven related associations and/or organizations: Agricultural Education Division of AVA, American Association for Agricultural Education, National Association of Supervisors of Agricultural Education; National FFA Alumni Association, National FFA Foundation, National FFA Organization, National Postsecondary Agricultural Student Organization, National Vocational Agricultural Teachers' Association, National Young Farmer Educational Association, National Council for Agricultural Education and the United States Department of Education.

Each of these groups fulfills important needs of individuals served by agricultural education. However, because of the diverse needs and interests of these groups and the lack of structure to facilitate communications between and among groups, agricultural education has not been effective in speaking nationally with one collective voice and impacting national policy development. In addition, the cost of operating eleven different associations and organizations continues to increase, and declining memberships of some groups raise questions of future viability.

To address these needs, Vision 2000 participants were requested to respond to three questions:

1. What do agricultural education groups need from each other?
2. What are some of the areas in which resources could be shared among or by agricultural education organizations?
3. What kind of national structure could be developed to enable agricultural education to communicate more effectively, both among groups and in national policy development?

Following is a summary of the Vision 2000 participants' collective responses to each of the questions.

Question One: Group Needs

What do agricultural education groups need from each other?

- Cooperation to achieve goals
- Increased participation of customers
- Financial resources
- Clear mission and direction
- Effective working relationships
- Program delivery
- External support

Question Two: Shared Resources

What are some of the areas in which resources could be shared among or by agricultural education organizations?

- Communications
- Joint Ventures (publications, united voice with outside groups, meetings)
- Legislation
- Funding
- Information Management (teacher positions, membership rosters, statistics, etc.)
- Membership Services
- Marketing
- Meeting Planning and Rate Negotiations
- Task Forces
- Personnel
- Grant Management and Collaboration
- Legal Services

Question Three: National Structure

What kind of national structure could be developed to enable agricultural education to communicate more effectively among groups and in national policy development?

This question was a logical outgrowth of conversations and discussions that addressed the above two questions. There was growing consensus that the first step toward new or different structural relationships was the sharing of resources and increased communications between existing agricultural education organizations. The following resolution was offered and approved by the participants regarding structure:

> **"That agricultural education develop a structure for a new agricultural education organization under which all groups maintain autonomy while sharing resources, and that a national search be conducted, or Larry Case be appointed, to provide leadership."** (Passed unanimously)

To move forward toward a new structure, it was agreed that the presidents of all agricultural education organizations should continue discussions following the conference (July to December, 1994) and resolve the agenda items listed below. It was the expressed desire of the participants that a proposal describing a new structure be developed prior to the Ag Ed Division meetings held during the American Vocational Association convention in December, 1994. Furthermore, the participants indicated a desire to hold a second meeting in 1995 to enhance and build on communication linkages, sharing of resources and taking the next step toward a new or redefined national structure.

Structural Agenda Items

The agenda items listed below were adopted by conference participants to guide further action and development for implementation of the conference resolution.

A. Clarify and define roles of agricultural education organizations and associations
   - Authority
   - Staff
   - Leadership

B. Propose shared management services and reducing overhead
   - Explore service center mode

C. Create and leverage job openings
   - Executive director positions

D. Consider fewer boards
   - Explore cost savings from consolidation/combination
   - Maintain autonomy

E. Create a budget for agricultural education national presence

F. Training for boards

G. Board presidents create and communicate a position to groups, including benefits
   - Adopting mission statement
   - Proposed structural changes

H. Define operational rules and principles to create trust

KEY OUTCOMES OF VISION 2000

The outcome of Vision 2000 can best be described as an important step forward in planning that began with "The Strategic Plan for Agricultural Education" published in 1989. In addition, conference participants demonstrated their conviction to further planning and to discuss developments with their constituencies at each stage of development. The participants believe that agricultural education will be stronger because of this meeting. Results of this conference will be disseminated to leaders of the profession, discussed among the membership and reviewed at the 1994 American Vocational Association annual meeting.

By group consensus, four specific outcomes emerged:

1. Conviction among the eleven groups to minimize miscommunications that could hinder progress on strategic planning and lead to a lack of trust, resistance to change and feelings of exclusion from participation.
2. Development of a proposed mission statement for review by the profession.
3. Development of strategies and action steps to resolve six priority issues.
4. Continuation of the Vision 2000 Task Force consisting of the presidents of the agricultural education organizations attending the conference. This group will continue through December to work with staff to develop proposals to implement the resolution: *"That agricultural education develop a structure for a new agricultural education organization under which all groups maintain autonomy while sharing resources, and that a national search be conducted, or Larry Case be appointed, to provide leadership."* The effort will continue through a series of conference calls.

The agricultural education organization presidents representing the groups at Vision 2000 participated on a panel, "What have We Accomplished?" and offered the following observations and suggestions:

- Clarify and define roles of authority, staffing and leadership.
- Consider shared management services and reduce overhead by exploring competitive rates.
- Create and leverage job openings for executive director positions.
- Consider the possibility of fewer boards to save costs.
- Recognize the need for autonomy among groups.
- Create and secure a budget for agricultural education.
- Train boards of agricultural organizations.
- Board presidents should create and communicate outcome of Vision 2000 and the benefits to the profession.
- Need to adopt a mission statement.
- Define operational rules and principles to create trust.
- Many changes are planned for AVA Ag Ed Division Policy Committee.
- Continue our accountability within the existing structure in states.

- Keep an open mind.
- Come together and develop consensus.
- We need buy-in among groups and to stick together.
- Work for the entire profession, not a specific group.
- Appreciated opportunity to air concerns this week.
- Must have faith in the leadership of the professional organizations.
- National leadership should promote trust and cooperation among the membership.
- Affiliate groups should play a large role in addressing concerns of the profession.
- Problems can be addressed through communications.
- We need an opportunity to learn about affiliate groups.
- Develop a mission and strategies that can stand up to scrutiny of our members.
- Keep the dialogue from this conference alive.
- Continued discussion of a new structure will require trust.
- Share with and get approval from clients.
- The agricultural education profession is desperate to speak with a unified voice on the federal level and have a national presence to move agricultural education forward.
- Increase our focus and maintain constant feedback.
- Attitude and structure will influence behavior. A positive attitude will have great impact.
- Communicate with new officers.
- National officers should be representatives and leaders.
- Absence of information leads people to create their own information.
- Opportunity to share our views on the future of agricultural education is important for getting together.
- Developing support of all the groups will make our work easier and will develop a sense of unity and commitment.
- Articulate why people should belong to organizations; then, deliver.
- All groups should promote each other the way we all promote FFA.

A pre and post assessment of Vision 2000 showed progress was made on all objectives, thus, moving the profession to a higher level of strategic planning. Continued dialogue will be needed.

Where To From Here?

The Vision 2000 Conference represents an important first step in redefining the national leadership agenda for agricultural education. As such, Vision 2000 is an on-going process of examination, planning, implementation and evaluation. Under the direction of The Council and Larry Case, the Vision 2000 Task Force will continue to work on the initiatives and ideas generated by the conference participants. Each agricultural education organization is now charged with securing feedback from its constituencies on the proposed mission statement and key resolution.

The true impact of Vision 2000 will be assessed in the coming months as the leadership of agricultural education moves forward, unified in purpose, to create the policy coalitions, working partnerships and structural relationships that will best meet the needs of tomorrow's students. Through trust and cooperation, the vision will become reality.

For additional information about Vision 2000, or to share comments and feedback, contact Larry D. Case, 703-360-3600, ext. 201, or 202-205-8425.

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Vision 2000
Conference Report

Appendix

VISION 2000 CONFERENCE
JULY 21-24, 1994
LIST OF PARTICIPANTS

American Association for Agricultural Education
- Dennis Scanlon
- Dean Sutphin
- Jim Leising

American Vocational Association, Agricultural Education Division
- Kirby Barrick

National Association, Supervisors of Agricultural Education
- DeVere Burton
- Gene Eulinger

National Council for Agricultural Education
- Jim Sipiorski
- Jerry Paxton
- Jim Kelm

National FFA Alumni Association
- June Dean
- Ken Natzke

National FFA Foundation
- Doug Butler
- Ron Davis
- Bernie Staller

National FFA Organization
- Marion Fletcher
- Bernie Staller
- Curtis C. Childers
- Tyler Grandil

National Postsecondary Agricultural Student Organization
- Rick Welsh
- Gene Hilgenberg

National Vocational Agricultural Teachers' Association
- Sam Custer
- Merle Richter
- Tom Klein

National Young Farmer Educational Association
- Gordon Stone
- Jimmy Emmons

United States Department of Education
- Larry D. Case
- C. Coleman Harris

Consultants/Staff
- Woody Cox (FFA Alumni)
- Jay Eudy (The Council)
- Kim Perry (PAS)
- Marshall Stewart (FFA)
- Bill Stagg (FFA)
- Joyce Winterton (FFA)
- Jim Gibson (FFA Foundation)

Facilitator
- Gregory Gill

"VISION 2000"

Sponsored by
National Council for Agricultural Education

July 21-24, 1994

Old Colony Inn
Alexandria, Virginia

Expected Outcomes:

* Identify and prioritize the issues of greatest concern to Agricultural Education.
* Identify specific strategies and solutions and/or positions necessary to deal with each priority issue.
* Develop an implementation plan with accountability to achieve desired outcomes.
* Develop a Mission Statement which unifies the entire Agricultural Education profession (grades K-14 and adult) and is easily communicated.
* Adjust and/or affirm the goals and values of Agricultural Education.
* Propose adjustments in Agricultural Education organizational structures to foster productive and efficient national leadership for Agricultural Education.

Thursday (July 21, 1994)

Arrival and check-in — Old Colony Inn

NOTE: **Shuttle service from National Airport is provided by the Old Colony. All sleeping rooms will be in the new Conference Center.**

NOTE: **Registration/Final Payment Following the Dinner Session**

5:00 p.m. - 7:00 p.m. **Training Meeting for Group Leaders — Room 102-104**

Thursday (July 21, 1994)

7:00 p.m. **Dinner (Old Colony Inn) — Ballroom A**

* Welcome/Get Acquainted

  - Larry D. Case
    USDE
    Chairperson, Vision 2000 Task Force

* Discussion of Issues

  - Jim Leising
    Teacher Educator
    University of California, Davis
    Chairperson, Vision 2000 Work Group #1

  - Dean Sutphin
    Teacher Educator
    Cornell University
    Member, Vision 2000 Work Group #1

Friday (July 22, 1994)

6:45 a.m. **Load Buses**

7:00 a.m. **Depart Old Colony Inn by Bus to Capitol Hill**

7:45 a.m. - 9:30 a.m. **Capitol Hill Agricultural Education Breakfast — Sponsored by American Cyanamid. (Gold Room of the Rayburn House Office Building.)**

A more-detailed program regarding the breakfast activity will be provided.

* Background on the Development of "Vision 2000"

  - Larry Case
    Coordinator, Agricultural & Rural Education
    U.S. Department of Education

* "Vision 2000" — Teaming Together to Solve Agricultural Education Issues

  - Jim Sipiorski
    President
    National Council for Agricultural Education

* A Perspective from the Agricultural Business Viewpoint

  - Mark Atwood
    President
    Agricultural Research Division, American Cyanamid

Friday (July 22, 1994)

* Signing Ceremony — Memorandum of Understanding between USDA, The Council and the National FFA Foundation

Participants:

- Dean Plowman
  Acting Assistant Secretary, Science and Education
  U.S. Department of Agriculture
- Jim Sipiorski
  President
  National Council for Agricultural Education
- Larry Case
  President
  National FFA Foundation

9:45 a.m. - 11:45 a.m. **Session I (Rayburn House Office Building — Gold Room)**

* Workshop — Developing and Communicating the Vision and Mission

Projected Outcomes:

1. A Mission Statement for Agricultural Education.
2. A Preliminary Plan for Communicating the Vision and Mission.

- Ron Davis
  President and CEO
  Biggs/Gilmore Communications

12:00 Noon **Depart Capitol Hill by Bus for Old Colony Inn**

12:45 p.m. **Buffet Lunch (Old Colony Inn) — Ballroom A**

* Presenter(s) on Organizational Structure — A Vision for 2000 and Beyond

- Emmett Barker
  President
  Equipment Manufacturing Institute
- Gregory Gill
  Change Management Specialist

Friday (July 22, 1994)

2:30 p.m. **Session II (Old Colony Inn) — Ballroom C**

* Developing a Plan of Action to Solve Priority Issues

  Projected Outcomes:

  1. To Develop a Detailed Plan of Action for Dealing with Each Issue.
  2. To Define an Implementation Plan to Include Strategies (What), Timeline (When) and Measurements of Success for Each Issue.

* **Work Group #1** — Priority Issue #1
  (*Future Purposes of Agricultural Education*)
  - Chairperson — Jim Leising
  - **Martin Room**

* **Work Group #2** — Priority Issue #2
  (*Curriculum Realignments*)
  - Chairperson — Dennis Scanlon
  - **Stevenson Room**

* **Work Group #3** — Priority Issue #3
  (*State Administration of Agricultural Education*)
  - Chairperson — Gene Eulinger
  - **Marshall Room**

* *Cold drinks Will Be Available At 3:30 p.m.*

* Preliminary Report Back to the Full Group — **Ballroom C**

* Work Groups Continue

5:30 p.m. **Final Report Back and Group Consensus — Ballroom C**

6:30 p.m. **Dinner — On Your Own**

Saturday (July 23, 1994)

7:30 a.m. **Breakfast Buffet (Old Colony Inn) — Ballroom A**

Saturday (July 23, 1994)

8:15 a.m. **Session III (Old Colony Inn) — Ballroom C**

* Developing a Plan of Action to Solve Priority Issues (Continued — Same Projected Outcomes)
* **Work Group #4** — Priority Issue #4 (*Agricultural Education Clientele*)
  - Chairperson — Tom Klein
  - **Martin Room**
* **Work Group #5** — Priority Issue #5 (*Supply and Demand of Teachers*)
  - Chairperson — DeVere Burton
  - **Stevenson Room**
* **Work Group #6** — Priority Issue #6 (*Legislation, Policy and Funding*)
  - Chairperson — Merle Richter
  - **Marshall Room**
* *Coffee Will Be Available At 9:30 a.m.*
* Preliminary Report Back to the Full Group — **Ballroom C**
* Work Groups Continue

11:30 a.m. **Final Report Back and Group Consensus — Ballroom C**

12:30 p.m. **Lunch — On Your Own**

1:30 p.m. **Session IV (Old Colony Inn) — How and Who — Ballroom C**

* Facilitators: Joyce Winterton
  Gregory Gill

1:30 p.m. - 2:00 p.m. **Current Purposes and Missions of Agricultural Education Organizations**

2:00 p.m. - 3:30 p.m. **Possibility Thinking for Future Collaboration**

Saturday (July 23, 1994)

3:45 p.m. - 4:30 p.m. **Priority Issues Meetings (#1, #2 and #3)**

* **Work Group #1** — Priority Issue #1
(*Future Purposes of Agricultural Education*)
  - Chairperson — Jim Leising
  - **Martin Room**
* **Work Group #2** — Priority Issue #2
(*Curriculum Realignments*)
  - Chairperson — Dennis Scanlon
  - **Stevenson Room**
* **Work Group #3** — Priority Issue #3
(*State Administration of Agricultural Education*)
  - Chairperson — Gene Eulinger
  - **Marshall Room**

6:00 p.m. **Dinner — On Your Own**

Sunday (July 24, 1994)

8:30 a.m. **Vespers (Optional) — Ballroom C**

9:30 a.m. **Session V (Old Colony Inn) — Ballroom C**

9:30 a.m. - 10:30 a.m. **Priority Issues #1, #2 and #3 Report and Group Consensus**

10:45 a.m. - 12:15 p.m. **Priority Issues Meetings (#4, #5 and #6)**

* **Work Group #4** — Priority Issue #4
(*Agricultural Education Clientele*)
  - Chairperson — Tom Klein
  - **Martin Room**
* **Work Group #5** — Priority Issue #5
(*Supply and Demand of Teachers*)
  - Chairperson — DeVere Burton
  - **Stevenson Room**
* **Work Group #6** — Priority Issue #6
(*Legislation, Policy and Funding*)
  - Chairperson — Merle Richter
  - **Marshall Room**

Sunday (July 24, 1994)

12:30 p.m.	**Buffet Lunch (Old Colony Inn) — Ballroom A**
1:30 p.m.	**Session VI (Old Colony Inn) — Ballroom C**
1:30 p.m. - 2:30 p.m.	**Reports of Groups #4, #5 and #6 and Group Consensus**
2:30 p.m. - 3:15 p.m.	**"What Have We Accomplished?" Panel Discussion — Vision 2000 Task Force** * Larry D. Case, Moderator — U.S.D.E. * Tom Klein, President — NVATA * L. DeVere Burton, President — NASAE * James Leising, President — AAAE * Kirby Barrick, Vice President — AVA/Ag Ed Division * June Dean, President — FFA Alumni * Curtis Childers, President — National FFA Organization * Rick Welsh, Past-President — National PAS Organization * Gordon Stone, President — NYFEA
3:15 p.m. - 3:45 p.m.	**Contingency Planning**
3:45 p.m. - 4:00 p.m.	**Closing Remarks, Announcements and Adjournment**
4:00 p.m.	**Writing Team Meeting**

VISION 2000

July 21-24, 1994

Responses

to the

Organizational Information Questionnaire

VISION 2000
Organizational Information Questionnaire Responses

Organization	Customers/Clients/Markets
American Vocational Association, Agricultural Education Division	Teachers, Supervisors, Teacher Educators in Agricultural Education
American Association for Agricultural Education	Undergraduate and graduate students enrolled in programs of agricultural and extension education in colleges and universities. Collegiate students who enroll in service oriented cources in colleges and universities. Teachers of agriculture in secondary and postsecondary schools including adult instructors. College and university professors involved in education and agriculture. Agriculture cooperative extention educators. In the broadest sense, public and private sector personel nationally and internationally who have responsibilities for education in and about agriculture.
National Association, Supervisors of Agricultural Education	NASAE has multiple customers or clients. Our members work directly with teachers in a supervisory or support roles. We work indirectly with students through their teachers with the exception of state officers of student organizations. Our customers include teachers and students in secondary, postsecondary and adult education with some involvement with education in the primary grades. Ultimately, our customers/clients/markets are the agricultural industries that employ our graduates.
National Council for Agricultural Education	Teachers, Supervisors, Teacher Educators, Young Farmers, Secondary Students, Postsecondary Students; all those involved in agricultural education.
National FFA Alumni Association	The FFA Alumni customers are members of the association and anyone with potential interest in volunteering support for agricultural education. The clients are FFA members, agricultural educators and others involved in administrating agricultural education programs. The FFA Alumni Association market is any community interested in a quality agricultural education program.
National FFA Foundation	Corporations and organizations who operate in the black and have agriculture or youth interests.
National FFA Organization	a. Young people 12-21 in the 7300 high schools with agricultural education departments. b. Local advisors, partners and state/national leaders.
National Postsecondary Agricultural Student Organization	Postsecondary students, faculty and institutions, industry sponsors and state leaders.
National Vocational Agricultural Teachers' Association	97% Secondary Agriculture Instructors 3% Postsecondary Instructors, Adult Instructors, State Supervisors and Teacher Educators.
National Young Farmer Educational Association	The target audience for NYFEA services is all adults interested in agriculture. We are the adult student organization recognized by USDE.

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VISION 2000
Organizational Information Questionnaire Responses

Organization	Products/Services
American Vocational Association, Agricultural Education Division	Policy Development, Leadership
American Association for Agricultural Education	Regional research meetings, National research meeting, Communications, Networking and Collaboration; Issue Oriented Work Groups; Curriculum; Instructional Materials; Summary of Research Conducted In Agricultural Education; Professional Conferences/Meetings; Representation to FFA, PSA, Adult and Young Farmers, The Council, FFA Alumni, Ag Ed Division of AVA, CAST, etc.
National Association, Supervisors of Agricultural Education	The ultimate product of NASAE is a cadre of technically competent agricultural professionals who are capable of advancing the agricultural industry into the next century. Our services include technical assistance to teachers, administrators and schools in delivering relevant technical agriculture/leadership experiences to students.
National Council for Agricultural Education	Focus of direction, steering profession toward desired outcomes, development of inservicing and distribution of educational material to accomplish above.
National FFA Alumni Association	The FFA Alumni product is a structure that offers a proven model for unifying partnerships to support agriculture education at the local, state and national level. Key service areas include: FFA, agriculture education, promotion, membership and information. Many programs are delivered in each of these service areas as listed in the FFA Alumni manual.
National FFA Foundation	a. Supply of future employees/customers b. Recognition, brand awareness, brand loyality c. Opportunity to make a difference in education, in agriculture and in people d. Opportunity to influence "gatekeepers"
National FFA Organization	a. Changed lives b. Job opportunities c. Additional job security (for advisors)
National Postsecondary Agricultural Student Organization	Leadership opportunities, ag skill development, contact with business and industry, career development.
National Vocational Agricultural Teachers' Association	Products - awards, certificates. Services - legislative network, grant alerts, credit card, travel agency, investment counseling, checks, newsletter, Sams Club pass, professional improvement workshops, diary, award programs.
National Young Farmer Educational Association	We provide educational opportunities for producers and consumers of agricultural goods. For producers: farm tours, production seminars, five leadership training courses (available in conference or videos), business management seminars, educational correspondence. For consumers: We provide a series of community service projects designed to involve the consumer: pizza projects, adopt-a-school, exchange programs, ag honor program, etc.

VISION 2000
Organizational Information Questionnaire Responses

Organization	Products/Services Delivery Method
American Vocational Association, Agricultural Education Division	Professional meetings, Legislative activity
American Association for Agricultural Education	Regional AAAE meetings, National AVA Convention, AAAE Newsletter, Journal of Agricultural Education, Agricultural Education Magazine, Textbooks, Curriculum Materials, AAAE Standing and Ad hoc Committee Structure, AAAE Directory, Broad Member Involvement, Internet Messaging
National Association, Supervisors of Agricultural Education	The products/services of NASAE are delivered through agricultural curriculum integrated with related FFA/PAS/Young Farmer/Alumni activities. Our members conduct or provide leadership for many activities that complement the curriculum that is taught in the schools. The delivery of our products will change during the next few years as we learn to adjust to the changes in vocational education and to school reform efforts.
National Council for Agricultural Education	Through contracts with industry, teacher trainers, teachers and others.
National FFA Alumni Association	Services are delivered by an extensive network of volunteers, oral and written communications, inservice activities, resource materials including a manual and many support activities easily accessible to volunteers.
National FFA Foundation	Through FFA activities/events as well as those of the AERO Organizations.
National FFA Organization	Through customers teams (Student services, Teacher Services and Partner Development) supported by Communications Resources, Ventures (funding), Distribution, Human/Fiscal and Foundation (funding) including convention and similar events.
National Postsecondary Agricultural Student Organization	National conference, leadership materials, award program materials.
National Vocational Agricultural Teachers' Association	Various contracted services, in house and through network of affiliated state associations.
National Young Farmer Educational Association	The products are delivered in presentations at conventions and conferences. Plus, they are available in correspondence form.

VISION 2000
Organizational Information Questionnaire Responses

Organization	Production Capacity
American Vocational Association, Agricultural Education Division	
American Association for Agricultural Education	Production capacity depends on ability of the members to become involved.
National Association, Supervisors of Agricultural Education	The production capacity is probably limited by the number of qualified and motivated teachers who are available to teach in the schools. We are operating very near to our present capacity, but our capacity has been expanding the past few years. Some states are reporting that they are unable to open new programs due to shortages of qualified teachers, but most states are able to fill teaching vacancies at the present time. Our capacity appears to depend more on recruitment of teachers than it does upon recruitment of students.
National Council for Agricultural Education	Controlled only by funds as activities are contracted with those who will provide the services.
National FFA Alumni Association	The FFA Alumni Association is structured to provide unlimited production capacity as financial resources allow.
National FFA Foundation	Currently we are at or close to the maximum. Will require additional staffing to service corporate accounts. We are at 75% or so capacity in philanthropic area.
National FFA Organization	We are currently at maximum capacity, but are adding one staff to Teacher Services and one to Student Services - summer 1994.
National Postsecondary Agricultural Student Organization	
National Vocational Agricultural Teachers' Association	
National Young Farmer Educational Association	NYFEA has production capacity through a variety of approaches. We have the capability to produce material internally or to contract for external services.

VISION 2000
Organizational Information Questionnaire Responses

Organization	Communication, Customers & General Public
American Vocational Association, Agricultural Education Division	Professional meetings, Affiliate organizations and their meetings.
American Association for Agricultural Education	Customers/Clients - AAAE Newsletter; Regional Meetings; National Meetings; Internet Messaging; Regional Research Proceedings; National Research Proceedings; Summary of Research Conducted; Membership Directory; Work Group Monographs; Journal of Agricultural Education; AAAE Committee Structure; Agricultural Education Magazine. General Public - Journal of Agricultural Education; Agricultural Education Magazine; Collaborat with CAST; Vocational Education Journal.
National Association, Supervisors of Agricultural Education	Customers/Clients - NASAE communicates internally through regional and national conference calls and through membership mailings. Most regions also conduct annual regional meetings. Some communication is accomplished through magazine articles. General Public - Very little communication occurs.
National Council for Agricultural Education	Customers/Clients - Conferences, newsletter, workshops. General Public - Newsletter
National FFA Alumni Association	Customers/Clients - The FFA Alumni Association communicates by use of a volunteer leadership structure. The flow from national to local and local to national improves annually. The FFA Alumni also communicates by publications, newsletter and other agricultural education publications. The public affairs communications with clients is normally by direct one on one communications with some written communications. General Public - The FFA Alumni communicates with the general public by articles published in newspapers and radio and TV news interviews. Local FFA Alumni support activities provides visibility and communicates the values of agricultural education and FFA to the general public.
National FFA Foundation	Customers/Clients - 30% face to face sales call; 70% phone/fax/mail General Public - Do not/NA
National FFA Organization	Customers/Clients - Involve 10,000 in surveys, "research", focus groups and other studies; FFA New Horizons (6 issues), teacher publication (9 issues), Board Issues (variable), phone, fax, workshops (face to face mostly with advisors/state leaders). General Public - General news releases placed in publications with 15,206,000 readers during convention season documented through National Clipping Service. No other definitive data.
National Postsecondary Agricultural Student Organization	Customers/Clients - Newsletter, Letters and memos, conference calls, state, regional and national conferences, brochures. General Public - Brochures
National Vocational Agricultural Teachers' Association	Customers/Clients - Newsletters, attendance at meetings, annual conference and convention. General Public - news releases, attendance at meetings, public speaking appearances.
National Young Farmer Educational Association	Through written correspondence and the general media, we make good contact with both customers and the public. Personal sales are very important to us.

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VISION 2000
Organizational Information Questionnaire Responses

Organization	Public Policy (Legislative) Development
American Vocational Association, Agricultural Education Division	Legislative committee and through AVA.
American Association for Agricultural Education	AAAE has representation on the Agricultural Education Division Legislative Committee. AAAE has representation on the National Council for Agricultural Education. In general, AAAE management of public policy development has been very weak.
National Association, Supervisors of Agricultural Education	The only official NASAE activity in the area of legislative development and public policy is the activity that occurs at the Ag Ed Policy Seminar that is held in conjunction with the AVA meeting in March each year. Each of our members also belongs to NVATA, and each is represented through that affiliation by NVATA lobby efforts.
National Council for Agricultural Education	Cooperative effort with other organizations - Alumni, NVATA, etc.
National FFA Alumni Association	The National FFA Alumni program of work includes an activity supporting public affairs efforts for agricultural education. The FFA Alumni Association encourages grassroot public affairs activities with school boards and other individuals that make decisions on agricultural education programs.
National FFA Foundation	Not done/NA
National FFA Organization	Not done/NA
National Postsecondary Agricultural Student Organization	
National Vocational Agricultural Teachers' Association	Subscribe to legislative service, utilize committee for Funding and Legislation, personal contact with staffers and congressman.
National Young Farmer Educational Association	We are non-political.

VISION 2000 - Organizational Information Questionnaire Responses
Human/Fiscal Resource Management

THE COUNCIL

Personnel:

Hiring/Firing Process
Board of Directors
Performance Reviews
Administrator
ADA/FLSA/EEO Reg.
Administrative Assistant
Payroll
FFA
Benefit Administration
FFA
Insurance
FFA
Professional Development
FFA, Board of Directors

Banking and Accounting
Administrative Asst., Stoy Malone, FFA and Board of Directors

Building and Grounds
FFA

Supplies/Equipment
FFA, Administrative Asst., Board of Directors

Information Mgmt.
Administrative Asst., FFA
Membership lists
NA
Data Mgmt./Computer Services
Administrative Asst., Administrator, Board of Directors, FFA

Grant Administration and Compliance
Admin. Asst., Administration, Board of Directors, FFA

NVATA

Personnel:

Hiring/Firing Process
Board for Ex. Dir., Ex. Dir. For Staff
Performance Reviews
Annually
ADA/FLSA/EEO Reg.

Payroll
In house
Benefit Administration
In house by Ex. Dir.
Insurance
Bid in coop. with FFA
Professional Development
Varies

Banking and Accounting
In house and CPA
Building and Grounds
Rented from FFA

Supplies/Equipment
Contracted

Information Mgmt.
Membership lists
In house
Data Mgmt./Computer Services
In house

Grant Administration and Compliance
In house in coop. with CPA and attorney

NATIONAL FFA ORG.

Personnel:
Hiring/Firing Process
Through Team Ldrs. w/tech. support of Human Resources team and support from Human Resource society
Performance Reviews
Team Ldrs. trained by COO
ADA/FLSA/EEO Reg.
Through Team Ldrs. w/tech. support of Human Resources team and support from Human Resource society.
Payroll
Computerized system on VAX. Tech support by contract firm and auditor.
Benefit Administration
Computerized system on VAX. Tech support through actuary and audit firm.
Insurance
Nationwide Ins. Co.
Professional Development
Training programs include 20 staff ed. programs/year and over 40 "computer academy programs per year.
Banking and Accounting
Bank agreements and tech. suport from accounting contractor
Building and Grounds
Outside contractor
Supplies/Equipment
Co-op with Foundation through Supply Cabinet Corp.
Information Mgmt.
Membership lists
FFA VAX Computer
Data Mgmt./Computer Services
VAX Comp., staff, tech. help by DWC Corp. as needed
Grant Admin. and Compliance
Internal doc. w/tech help from A-133 Federal licensed auditors

NATIONAL FFA FDN.

Personnel:

Hiring/Firing Process
Team Leader with COO
Performance Reviews
Team Leader with three years experience with great help from sponsors board
ADA/FLSA/EEO Reg.
"Borrow" info. from FFA and corporate world
Payroll
Assistant Treasurer's office
Benefit Administration
Asst. Treasurer's office w/ corp. support
Insurance
With FFA
Professional Development
Sponsors Board + Team Ldr. and COO

Banking and Accounting
Treasurer, Asst. Treasurer, FFA's VAX
Building and Grounds
Rented property in Madison
Supplies/Equipment
Co-op with FFA both for Madison and Alex. office.
Information Mgmt.
Membership lists
Internal
Data Mgmt./Computer Services
Purchased from FFA Computer Svcs.

Grant Administration and Compliance
Internal documents with technical help from Auditors licensed to do A-133 Federal Audits.

NATIONAL FFA ALUMNI

Commencing this fall, the FFA Alumni will follow operational procedures as outlined in the Memorandum of Understanding between the FFA Organization and the FFA Alumni Assoc. that states the FFA Alumni is a subsidiary organization. The FFA Organization will provide human and fiscal resources to include personnel, building and grounds, equipment procurement, information management, grant administration and accounting services. The memorandum states that FFA Alumni accounts are to be segregated. The FFA Alumni presently has a contract with a vendor for membership list maintenance until June 1995.

VISION 2000 - Organizational Information Questionnaire Responses
Human/Fiscal Resource Management

NYFEA

The personnel services are all managed by our Board of Directors. The banking, accounting, building, grounds, supplies, equipment, maintenance, information systems, etc., are managed by the Executive Director with the possibility of some outservicing. The fund raising and grant manatement aspect of our business is handled by external sources.

PAS

Personnel:

Hiring/Firing Process
FFA, PAS, NVATA
Performance Reviews
Board
ADA/FLSA/EEO Reg.

Payroll
FFA
Benefit Administration
FFA
Insurance
Executive Director
Professional Development
Executive Director

Banking and Accounting
Executive Director
Building and Grounds

Supplies/Equipment
Executive Director

Information Mgmt.
Membership lists
Executive Director and Staff
Data Mgmt./Computer Services
Executive Director and Staff

Grant Administration and Compliance
Executive Director

AAAE

Personnel:
AAAE has no paid employees

Banking and Accounting
AAAE maintains its own checking and savings account.

Building and Grounds
AAAE owns no buildings or land.

Supplies/Equipment
AAAE officers and committee chairpersons puchase supplies and materials as budgeted from a variety of vendors.

Information Mgmt.
Membership lists
Is maintained by the Treasurer of AAAE and coordinated with the Business Manager of the Agricultural Education Journal
Data Mgmt./Computer Services
Provided by members through universities

Grant Admin. and Compliance
AAAE does not manage any grants or contracts at this time.

NASAE

Personnel:
NASAE has no professional employees or executive staff.

Professional Development
Some professional development is planned for members of NASAE through the activities of the Partners Team, but our lack of employees generally makes this question irrelevant.

Banking and Accounting
NASAE uses the services of a member of our professional organization as an executive Secretary/Treasurer. This is an unpaid position.

Building and Grounds
N/A
Supplies/Equipment
NASAE does little in this category with the exception of procuring a few supplies by the Secretary/Treasurer or other members of the executive committee.
Information Mgmt.
Membership lists
Complied and updated by the Secretary/Treasurer
Data Mgmt./Computer Services
Generally provided by state education agencies that employ NASAE members. NASAE does not own any of these systems.

Grant Administration and Compliance
N/A

AVA, Ag Ed Divn.

Personnel:
N/A

Banking and Accounting
through AVA

Building and Grounds
N/A

Supplies/Equipment
N/A

Information Mgmt.
Membership lists
through AVA
Data Mgmt./Computer Services
through AVA

Grant Admin. and Compliance

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VISION 2000								
Organizational Information Questionaire Responses								
Annual Budget								
Organization	*Board Mtg/Activities*	*Personnel*	*Communications*	*Total Budget*	*Notes/Comments*			
The Council	20,000.00	38,250.00	11,500.00	97,975.00	*These figures exclude Aquaculture Grant funds and special projects funded through the FFA Fdn.			
NVATA	40,000.00	102,000.00	40,850.00	335,000.00				
National FFA Organization	38,500.00	2,350,000.00	535,000.00	7,850,000.00	Does not include cost of goods,			
National FFA Foundation	6,500.00	484,870.00	31,750.00	5,500,000.00	Cost of Goods=$4,000,000 $1,030,000 = Operating Costs			
National FFA Alumni	21,500.00	125,000.00	22,800.00	298,890.00				
National Young Farmer Educational Organization	Unavailable at present							
National Postsecondary Agricultural Students Org.	22,000.00	25,000.00	6,000.00	225,000.00				
American Association of Agricultural Educators	2,250.00	400.00	12,300.00	39,386.00				
National Association Supervisors of Agriculture Education	7,608.00	0.00	225.00	7,833.00				
American Vocational Association (Ag. Ed. Divn.)	11,931.25	0.00	0.00	11,931.25				
Total	170,289.25	3,125,520.00	660,425.00	14,366,015.25				

PURPOSES OF AGRICULTURAL EDUCATION ORGANIZATIONS

National FFA Organization (FFA)

Objectives

The objectives of the organization shall be consistent with Section 3 of the organization's federal charter, Public Law 81-740. The organization shall cooperate with national and state government agencies and officials for vocational education in accomplishing the following objectives:

1. To be an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness, and other agriculture-related occupations.

2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of their time; by learning to assume responsibility, and by developing competencies in communications, human relations, and other social abilities leading to the intelligent choice of a career and successful employment or entrepreneurship in the agricultural industry.

3. To provide agriculture-related programs and activities which will develop pride, responsibility, leadership, character, scholarship, citizenship, patriotism, and thrift, and which will improve the economic, environmental, recreational and human resources of the community.

4. To encourage and recognize achievement in supervised agricultural experience programs, scholarship, leadership and group activities by providing awards to deserving members and chapters.

National Young Farmer Educational Association (NYFEA)

Purposes

The objective and purposes of the Association are:

1. To assist young farmers and ranchers through organized, systematic, educational programs to become and remain established in farming, ranching or agribusiness;

2. To assist in developing and utilizing resources available for improving economic status and developing family relationships;

3. To cooperate with all agencies and organizations whose objectives are the improvement of the economic, educational and social conditions of rural life;

4. To assist young farmers and ranchers in developing leadership and communication skills;

5. To provide group identity and unity;

6. To promote the Association as an integral part of the instructional programs of agricultural education offered by departments of public instruction; and

7. To improve rural-urban relations and urban consumers' understanding of agricultural issues.

National Postsecondary Agricultural Student Organization (PAS)

Purposes

The purpose of the National Postsecondary Agricultural Student Organization is to provide opportunities for members to develop the skills and abilities needed to enter and advance in careers in agriculture, agribusiness, horticulture and natural resources.

The objectives of PAS are to enable members to:

1. Make appropriate career decisions.

2. Identify and acquire the skills needed for a successful career in agriculture, agribusiness, horticulture or natural resources.

3. Develop leadership and management abilities.

4. Develop and enhance character, citizenship and patriotism.

5. Establish relationships with educational, professional and service organizations.

6. Encourage cooperation among students in various curricular areas.

7. Recognize the value of postsecondary vocational technical education.

8. Receive recognition for achievement in the organization.

The National FFA Foundation, Inc.

Purposes

The Corporation is organized for the overall purpose of furthering education and development of FFA members with emphasis in all segments of the industry of agriculture in America at the national, state and local levels.

Specific purposes, without limiting the scope of the foregoing, include the following:

a. To promote and stimulate interest in agriculture leadership and careers for youth in agriculture;

b. To promote and develop interest on the part of the general public in agricultural education, including the activities of the Future Farmers of America, Inc.; d/b/a National FFA Organization, Inc. (FFA)

c. To provide funds for awards, scholarships, or other recognition as authorized by the National FFA Board of Directors and Board of National FFA Officers to deserving FFA members who have achieved distinction on a national, state or local basis and to administer, direct or supervise the granting of such recognition;

d. To publish annual report of the activities of the Corporation, including a statement of receipts and expenditures, and to prepare and issue such other publications as may from time to time be approved by authority of the Board of Trustees.

e. To provide or support conference and other educational facilities for the use of FFA members, teachers and such other persons and groups as may from time to time be approved by authority of the Board of Trustees.

f. To provide grants to other organizations representing professions or subject areas involved in agricultural education, or groups of such organizations, in support of programs which the Board of Trustees may determine will benefit the FFA by enhancing the effectiveness of such education.

The Corporation may solicit, receive, hold and expend funds or other property in such manner as the Board of Trustees may determine to be appropriate to further the foregoing purposes, and shall have all other powers conferred by or permissible under the District of Columbia Nonprofit Corporations Act.

National FFA Alumni Association

Purposes

The purposes are:

- To support and promote the FFA Organization, FFA activities, and agricultural education on local, state, and national levels.

- To provide a "tie" to the FFA and to assist agricultural education/FFA personnel to involve former members and others interested in supporting worthy activities.

- To cooperate with the National FFA Board of Directors, National FFA Foundation Board of Trustees and the National FFA Foundation Sponsoring Committee.

- To promote and maintain an appreciation of the American free enterprise system.

- To promote the personal development aspect of FFA.

American Vocational Association (AVA)

Purposes

A. To establish and maintain active national leadership in all types of vocational and practical arts education, including industrial arts and guidance services.

B. To render service to state and local communities in promoting and stabilizing vocational education.

C. To provide a national open forum for the study and discussion of all questions involved in vocational education.

D. To unify all the vocational education interests of the nation through representative membership.

E. To cooperate with other nations in the further development of vocational education, and to welcome international membership.

F. To encourage the further development and improvement of all programs of education related to vocational and practical arts education, including industrial arts and guidance services.

G. To emphasize and encourage the promotion, improvement and expansion of programs of vocational part-time and vocational adult education.

H. To encourage the development and maintenance of active affiliated state and territorial vocational associations.

I. To have and possess all the rights, powers, and privileges given to corporations by common law, to sue and be sued, to borrow money and secure the payment of the same by notes, bonds and mortgages upon personal and real property, and to rent, lease, purchase, hold, sell and convey such personal and real property as may be necessary and proper for the purpose of erecting buildings, and for other proper objects of such corporation to receive dues and donations for carrying out the objects aforesaid.

AVA-Ag. Ed. Division

Divisions

The divisions of the association shall be those of Administration, Agricultural Education , Business Education, Employment and Training, Guidance, Health Occupations, Home Economics Education, Industrial Arts Education, Marketing Education, New and Related Services, Special Needs, Technical Education, and Trade and Industrial Education.

1. Each division shall elect a vice president from the membership of the division. The term of office shall be three years. The AVA Board of Directors shall establish a system for sequencing the term of office of divisional vice presidents.
2. Each division shall have a policy committee to plan and implement a program of work for the division and assist in the implementation of the AVA program of work.
3. The operating policies of the divisions shall conform to policies approved by the AVA Board of Directors and the AVA Bylaws.
4. The divisions shall organize to provide services to members at all instructional levels.
5. Divisions must maintain the level of membership which qualified them for divisional status by June 30 each year. Divisions whose membership drops below this level shall be permitted two years beyond the fiscal year in which the membership; dropped below the minimum required level to regain the minimum membership requirement before losing divisional status. Any division failing to meet these requirements may become a section of the New and Related Services Division.
6. Each division is encouraged to have a committee to serve in an advisory capacity to the vice president representing the division on the Board of Directors.
7. When a section in the division of New and Related Services meets the following criteria, the New and

(Continued in next column)

Related Services Division may submit to the Executive Director an amendment to the AVA Bylaws for the section to become a division with a vice president.

a. The interest of the section is clearly defined as being directly involved in or closely related to vocational education.

b. The section represents an interest that is national in scope.

c. The section cannot be identified in an existing division and/or is not currently served by an existing division.

d. The section is organized in the interest of expanding and improving vocational education.

e. The section can identify at least 1500 AVA members eligible to vote who have declared affiliation with the section.

National Council for Agricultural Education

Objectives

Section 2. Subject to the foregoing general purposes, the Council shall pursue the following specific objectives in support of vocational and technical education in agriculture.

A. Serve as an advocate at the local, state and national levels;

B. Involve industry in evaluating and developing quality instructional programs and processes;

C. Provide a forum in which the profession of agricultural education can address issues and develop solutions to problems of common concern;

D. Provide and maintain a structure to search out supporting resources; and

E. Identify and coordinate the manpower necessary to carry out high quality programs.

National Vocational Agricultural Teachers' Association, Inc. (NVATA)

Objectives

The objects of this association are:

Sec. 1. To assume and maintain an active national leadership in the promotion and furtherance of all levels of agricultural education.

Sec. 2. To bring together all agricultural educators and others interested in agricultural education through membership in a national organization devoted exclusively to their interests at all levels of agricultural education.

Sec. 3. To provide an opportunity for agricultural educators to discuss all problems affecting agricultural education on a national level.

Sec. 4. To serve state or local organizations of agricultural educators in the solution of any problems which may arise.

Sec. 5. To have and possess all the rights, powers, and privileges given to corporations by common law.

Sec. 6. To cooperate with the American Vocational Association in furthering the cause of all vocational education.

Sec. 7. To cooperate with all education entities in furthering the mission of agricultural education to provide a total dynamic educational system.

National Association, Supervisors of Agriculture Education (NASAE)

Names and Purposes

The general purposes of the National Association, Supervisors of Agricultural Education are:

1. To provide for a better understanding of vocational education in agriculture.

2. To foster fellowship and understanding among members and to serve as a medium of exchange of ideas, philosophy and professional materials.

3. To provide a medium for assisting in the determination of program direction, needed research and encouragement of professional advancement of its members.

4. To provide opportunity for discussing plans and policies of the U.S. Agricultural Education Branch.

5. To keep members informed as to trends, plans, and policies of the American Vocational Association and their implications for the development of vocational education in agriculture.

6. To promote professional relationships with other agencies, organizations, and institutions concerned with agriculture and agricultural education.

7. To represent the profession of vocational education in agriculture whenever necessary or desirable.

American Association for Agricultural Education (AAAE)

Preamble

The American Association for Agricultural Education is an organization dedicated to professional advancement within the ranks of agricultural education in the United States. The Association shall work toward improving the understanding of agricultural education by the American public and professional groups concerned with education. The Association shall maintain liaison and working relationships with such groups and provide support for programs designed to improve education in America.

Objectives

Section 1. To foster acquaintance, fellowship and understanding among members and to serve as a medium of exchange of ideas, philosophy and professional materials toward the further development of agricultural education as a profession.

Section 2. To maintain and improve communication and liaison with those responsible for other aspects of agricultural education.

Section 3. To cooperate with other organizations and groups toward:

A. Encouragement of research in agricultural education.
B. Development and improvement of standards for agricultural education programs.
C. Adequate preparation of staff members for agricultural education.
D. Improvement of teaching in agriculture and agricultural education at all levels.
E. Promotion of international agricultural education as a basic function of international agricultural development.

Section 4. To represent the profession of agricultural education wherever and whenever it is necessary or desirable.

BEST COPY AVAILABLE

MISSIONS OF AGRICULTURAL EDUCATION ORGANIZATIONS

National FFA Organization (FFA)

"The Mission and Strategies"
FFA makes a positive difference in the lives of students by developing their potentia for premier leadership, personal growth and career success through agricultural education.

To accomplish this mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishemtn of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

National Young Farmer Educational Association (NYFEA)

Mission
The mission of the National Young Farmer Educational Association is to promote the personal and professional growth of all people involved in agriculture. We strive to develop and provide educational and leadership opportunities to educate others so they, too, can educate. We provide a national framework for inspiring personal achievement, and strengthening agricultural leadership which fosters economic growth.

The National Postsecondary Agricultural Student Organization (PAS)

Mission Statement
The mission of the National Postsecondary Agricultural Student Organization is to provide opportunities through an educational process that promotes individual growth, leadership and strong personal ethics, for individuals who are pursuing agricultural careers.

We value:

- developing individual leadership abilities in every student member
- promoting mental and physical growth in every member
- developing highly trained human resources for industry
- fostering strong personal ethics in student members
- supporting a life-long educational process in agriculture

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The National FFA Foundation, Inc.

Mission Statement
The National FFA Foundation connects the business community to formal agriculture education organizations and programs by providing a forum for the exchange of ideas and direction as well as the funding for specific initiatives. The Foundation accomplishes its mission by helping agriculture education organizations accomplish their mission.

*(*pending final approval)*

National FFA Alumni Association

Mission Statement
The National FFA Alumni values the "whole person" concept of education taught through local programs of Agricultural Education. This value structure is grounded in the belief that Agricultural Education promotes the free enterprise system, a strong agricultural sector and a sound economy. The National FFA Alumni supports the concept of the multi-faceted approach of classroom instruction, supervised experience, and the incentive/leadership development programs of the FFA provided by local programs of Agricultural Education. Through this concept, students are given the opportunity to develop their full potential in terms of personal and career development.

To perpetuate these beliefs and values, the mission of the National FFA Alumni is to provide a structure that will mobilize and empower community volunteers to support and assist local, state and national Agricultural Education programs in providing quality educational experiences.*

*(*pending final approval)*

American Vocational Association, Agricultural Education Division (AVA)

Mission Statement

National Council for Agricultural Education

Mission Statement

National Vocational Agricultural Teachers' Association (NVATA)

Mission Statement

Professionals educating people about the science of life . . . Agriculture.

National Association, Supervisors of Agriculture Education (NASAE)

Mission Statement

American Association for Agricultural Education (AAAE)

Mission Statement

SIX ISSUES OF HIGHEST NATIONAL PRIORITY AND ALTERNATIVE POSITIONS IN AGRICULTURAL EDUCATION

Extracted from

A STUDY OF NATIONAL ISSUES AND ALTERNATIVE POSITIONS IN AGRICULTURAL EDUCATION

Commissioned by

The National Council for Agricultural Education

Report of Work Group 1
Vision 2000 Task Force
James Leising (Ch.), Dennis Scanlon, Glen Shinn and Dean Sutphin

Larry Case, Task Force Facilitator and
Coordinator, Agricultural and Rural Education
US Department of Education

Prepared by

Dean Sutphin, Associate Professor and Chair
Department of Education
Cornell University
and
James Leising, Supervisor of Teacher Education
Agricultural Education Program
Department of Agronomy and Range Science
University of California, Davis

for

Vision 2000 Meeting
Alexandria, Virginia
July 21–24, 1994

PREFACE

A study on National Issues and Alternative Positions was commissioned by the National Council for Agricultural Education in December 1993 in preparation for the Vision 2000 Meeting, July, 1994. The goal was to prepare background materials in order to expedite the conference activities and provide a bench mark for current status and thinking about the future.

To accomplish this goal a task force was appointed by the Council Board with Dr. Larry Case, Coordinator of Agricultural and Rural Education, US Office of Education as chair. Dr. Case also acted as facilitator for the Task Force which included James Leising (Ch.), Dennis Scanlon, Glen Shinn and Dean Sutphin. James Leising and Dean Sutphin were appointed to have primary responsibility for conducting the study, with Dr. Sutphin taking the lead in collecting the data and writing the report for Vision 2000.

Recognition is extended to Judy Wantz, Administrative Assistant, National Council for Agricultural Education, who assisted with mailing the questionnaires and preparation for the Conference. In addition, Jay Eudy, Acting Executive Director of the National Council, was instrumental in assisting with data collection, in particular, making phone calls to non respondents. Special recognition is extended to Larry Case for his leadership throughout Vision 2000 and his guidance that has led to this report.

A complete report of findings for 22 issues were distributed to participants in Vision 2000 for their review prior to the National Conference.

At the conference, only the top six issues and alternative positions were distributed and discussed. It is the extracted version that appears in this report.

BACKGROUND OF THE STUDY AND USE AT VISION 2000

Purpose of the Study

The purpose of this national study of issues in agricultural education was to provide an information base for Vision 2000 and to provide a bench mark for a longitudinal analysis in subsequent years.

Procedures

The issues and alternative positions were identified by a panel of 14 national experts in agricultural education first independently through a Delphi questionnaire and secondly at a national meeting in St. Louis, Missouri in February 1994. These individuals were representative of agricultural teachers, teacher educators and state supervisors including presidents of the respective professional organizations and other individuals selected by them.

Following the meeting of experts, a Modified Delphi instrument was mailed to 50 experts in agricultural education, proportionally representative of the three affiliate groups in agricultural education as identified by the respective national presidents. In Round One of the Delphi study, respondents rated their level of agreement/disagreement on a four point scale ranging from Strongly Disagree to Strongly Agree and had the option of providing reasons for their choice. In addition, they could add issues or alternative positions. There were 46 (92%) respondents after a telephone reminder. Data from Round One were analyzed and a second instrument was constructed for use in a Second Round of the study. Participants had the option of again indicating their level of agreement on a scale identical to that used in Round One and commenting on the issues and alternative positions. Thirty-five responses (70%) were received after a phone follow up. Seven of the completed surveys had the respondent number removed which indicated some level of concern for anonymity. Round One which had the higher response rate had no respondent identification systems on the instrument.

Findings

The findings from Round Two are the principle component of this report. There are two sections.

Section I is a priority listing of the issues as indicated by mean scores derived from an importance scale of 1, Not Important to 5, Very Important. This section of the instrument provides the six highest priority issues for discussion at the Vision 2000 Conference, July 21 – 24, 1994 in Alexandria, Virginia.

Section II is an ordered listing of all 22 issues and the alternative positions, along with the frequency for scale items of SD (Strongly Disagree) , D (Disagree), A (Agree) and SA (Strongly Agree). In addition, Mean scores are provided (1=SD to 4=SA), followed by the percent of respondents who agreed as indicated by marking Agree or Strongly Agree. For each issue, there is also a narrative section which reports a synthesis of the participants' comments. These comments typically represent only one or two respondents that usually either clarified a point, raised a question or offered a minority opinion. They should be read for insight not consensus or representative viewpoints. They are categorized by headings to assist in interpretation.

Interpretation of the Findings

There is a high level of consensus on most issues and alternative positions among leaders in the profession as indicated by percentages of agreement. Thus, the Vision 2000 Conference can use these findings as a bench mark and move to probing questions of analysis, planning and implementation. Where there is disagreement, the mean scores represent the relative order of positions for each issue and the narrative provides insights into the thinking that led to the ratings.

PURPOSE

Issue
What should be the purposes of agricultural education in the future?

Alternative Positions/Solutions					Mean	% Agree
Leadership development	SD	D	A(8)	SA(24)	3.8	100
Preparation for agricultural careers	SD	D	A(8)	SA(23)	3.7	100
Develop the whole person	SD	D(1)	A(11)	SA(21)	3.6	96
Preparation for food, fiber systems and environmental stewardship	SD	D(4)	A(10)	SA(23)	3.5	89
Career exploration	SD	D(1)	A(24)	SA(8)	3.2	96
Agricultural literacy	SD	D(1)	A(26)	SA(4)	3.1	96
Enhance academic core skills of students	SD	D(2)	A(25)	SA(7)	3.1	94
Prepare entrepreneurship	SD	D(2)	A(24)	SA(6)	3.1	93
Awareness	SD(1)	D(1)	A(25)	SA(1)	2.9	92

Synthesis of Comments for Purpose

Clarify

Need greater understanding of terms such as "awareness"; Combine "Preparation for agricultural careers" with "Preparation for food, fiber systems and environmental stewardship."

Delineating Purposes of Secondary and Post Secondary

Secondary should be focused on career exploration, literacy, awareness, enhance academic core skills, entrepreneurship; Post secondary should be focused on preparation for food, fiber systems & environmental development.

Prioritizing Purposes by Content Area, Situation or Clientele May Be Necessary

By Content Areas – "Preparation for food, fiber systems and environmental stewardship and leadership development are highest priority, others will vary;" "Leadership development & personal development have always been a strong point to our programs and a key selling point;" "Limit leadership development to an association with agriculture;" "Must demonstrate work place basic skills;" "As family farms becomes less and less - I believe that we have stressed less and less entrepreneurship education. It should be stressed more! Just the idea of creating ideas or products that will sell is very important;" "Developing whole person is not unique to agricultural education, nor is it usually a specific objective. It just happens the way programs are organized and implemented;" "Cannot be all things to all people as "whole person" implies;" "Whole person is too nebulous;" "Provide hands on learning."

By Situation "Different emphasis should be placed on different programs at different times. All are legitimate purposes, not every program is designed to do all at once;" "Address local instructional needs."

By Clientele "Appropriate agricultural education for all -- particular needs and purposes are for specific groups."

CURRICULUM

Issue

What curriculum realignments are needed for agricultural education that address the school reform movement and internal concerns of the profession?

Alternative Positions/Solutions					Mean	% Agree
Leadership development	SD	D(1)	A(8)	SA(22)	3.7	96
* Not production agriculture only	SD(1)	D	A(10)	SA(21)	3.6	96
Supervised Agricultural Experience Programs	SD	D	A(15)	SA(17)	3.6	100
Experience programs for all students	SD	D	A(16)	SA(17)	3.5	100
Team teaching in disciplines such as science, mathematics and social studies	SD	D	A(17)	SA(16)	3.5	100
Broaden instruction to agriculturally related areas including food, fiber and environmental stewardship	SD	D(1)	A(13)	SA(18)	3.5	96
Whole person instruction	SD	D(3)	A(16)	SA(13)	3.3	90
School–to–work	SD	D(1)	A(25)	SA(7)	3.2	96
Specialty areas appropriate to school	SD	D(1)	A(24)	SA(6)	3.2	96
Tech Prep curriculum	SD	D	A(25)	SA(8)	3.2	100
Science based instruction	SD	D	A(25)	SA(8)	3.2	100
Community development	SD	D(2)	A(23)	SA(7)	3.2	93
Youth apprenticeships	SD	D(6)	A(16)	SA(11)	3.1	81
Integrate academic and vocational	SD(1)	D(3)	A(20)	SA(9)	3.1	87
Agricultural awareness	SD	D(2)	A(25)	SA(5)	3.1	93
Collaborative relationships in the school	SD	D(2)	A(24)	SA(6)	3.1	93
National skill standards	SD(1)	D(5)	A(23)	SA(4)	2.9	81
Basic agricultural skills courses	SD	D(4)	A(27)	SA(1)	2.9	87
Academies or theme schools	SD(2)	D(9)	A(15)	SA(5)	2.7	65
Authentic assessment such as portfolios	SD(1)	D(12)	A(18)	SA(1)	2.6	59

* Recoded: Originally "Production agriculture only"

Synthesis of Comments for Curriculum Realignment

Clarify

"I am concerned about what we mean by integrate academic and vocational education -- if we don't stand for something, we may stand for nothing;" Other areas not understood are whole person, academies or theme schools, Authentic assessment such as portfolios, Agricultural awareness, Collaborative relationships in the school, Community development, Broaden instruction to agriculturally related areas including food, fiber and environmental stewardship.

Dealing with Uncertainty is the Way of the Future

"A lot of change is occurring. Many of us are unsure of just what this means."

Prioritizing Curriculum Emphases May Be Necessary

"The opportunity and need is here to place more focus on environmental issues;" "One of the main goals of Agricultural Education is to attempt to develop the whole person and make them employable;" Youth apprenticeships will be the way of the future if we do not build alliances with industry now, industry will not buy into our programs;" How do we get it all done? Are we or can we be all things to all people? I had a principal tell me once that what you are telling me is that an agriculture program is a school house within a school house and I don't want that - you can't effectively be all things to all people!"

Determining the Need and Form of National Standards

"Because of regional local differences, [national skills standards] may be impossible to accomplish. It would be a good move for developing equity in all locations of equipment, labs, and resources;" "A strong state, regional, and national buy-in of industry, education, and government;" "Need to develop by logical cluster areas such as ornamental horticulture, Agriculture Bus. Mgt., Animal Science., etc.;" "Present standards that (Biotechnology) cut across multiple clusters and infused.; "We are too diverse of an industry to have standardized skills."

Considering School to Work and Entrepreneurship

School to work does not address entrepreneur/ownership and is impractical in small schools and high unemployment. Unrealistic in many ag. communities, SAE can be more encompassing than youth apprenticeship and could replace it.

ADMINISTRATING AGRICULTURAL EDUCATION

Issue

How should we administer agricultural education programs at the state level?

Alternative Positions/Solutions					Mean	% Agree
Seek funding for state leadership	SD	D	A(7)	SA(26)	3.8	100
Primarily state education department staff	SD	D(1)	A(10)	SA(22)	3.6	96
* Not School based leadership only	SD(1)	D(1)	A(16)	SA(14)	3.3	94
Leadership councils	SD	D(7)	A(22)	SA(4)	2.9	78
State teacher organization	SD(5)	D(11)	A(15)	SA(2)	2.4	51
University teacher education	SD(5)	D(13)	A(14)	SA(1)	2.3	45
Contracted services	SD(9)	D(16)	A(6)	SA(2)	2.0	24

* Recoded: Originally "School Based Only"

Synthesis of Comments for Administrating Agricultural Education

Changing Role of Universities

"It will be difficult for university teacher education faculty to take on additional service activities and still do the teaching and research demanded in an academic environment. Perhaps the university teacher education could arrange for someone to do the services -- contracted services;" "Provided that funding comes from the state;" "In small states with few faculty this wouldn't help."

Changing Role of State Education

"State level program administration needs to be provided by state department staff;" "State staff should continue to administrate but help is needed quickly if any are to survive;" "As specialists retire, generalists who have little knowledge of or commitment to the program are taking over. But State DOE leadership is essential to a viable agricultural education program at the state level;" "We shouldn't ignore these people but sometimes agricultural education is not a priority for them. We need to develop and enhance relationships;" "State leadership allows for coordination of activities and to be visionaries for the state;" "To maintain a quality program, centralized staff with responsibility and authority must be maintained!"

Sharing Responsibilities

"Combine efforts;" "Many should have a stake in administering agricultural education programs at the state level;" "Need for a balance of power with State Education Departments and Teacher Organizations. Personally I feel more inservice for state staff would keep them current and motivated;" "Agricultural Education cannot go it alone, we must connect with administrators and labor market needs that serve agriculture;" "No separate administration is needed or desirable for agricultural education. In local schools, administration by the school administrators is how it must be. At state level, agricultural education specialists are appropriate and needed;" "Having worked under contracted services administered by the state, I would not recommend it. Agricultural Education needs to be administered by the state. A compromise will effect the quality of Agricultural Education and FFA;" "Those outside the profession may not have the real interest of Agricultural Education, but may provide a different look."

Analyzing Local Control

"This is not how agricultural education programs should be administered; it may be the most likely future;" "We need a standard and people in power at state and federal levels to help administer and inspire bridging, funding and direction. The locals lack the total picture of these concerns. Teacher's need to teach, not worry about funding."

CLIENTELE

Issue

Who should be the clientele served by agricultural education?

Alternative Positions/Solutions					Mean	% Agree
9 – 12	SD	D	A(2)	SA(31)	3.9	100
Post secondary and associate degrees	SD	D	A(12)	SA(22)	3.6	100
Continuing and adult	SD	D	A(20)	SA(13)	3.4	100
University and Colleges	SD(1)	D(2)	A(13)	SA(14)	3.3	90
7 – 8	SD	D	A(25)	SA(8)	3.2	100
All inclusive K – 12	SD(1)	D(6)	A(19)	SA(7)	3.0	83
K – 6	SD(1)	D(8)	A(23)	SA(1)	2.7	72

Synthesis of Comments for Clientele

Clarify

"Post secondary, does this include 4-year university positions and if not, add; universities and colleges that offer BS, MS, Ph.D."

Encompassing a Broader Audience

"Should be K-college and adults;" "With today's ever growing urban population a need for agricultural awareness, consumer education, and development of non-traditional agriculturalists from the inner cities and urban areas will be needed;" "If building of programs is done right we will be able to maintain quality throughout K-Adult. My courses in science and economics in college made more sense to me because of my agricultural education experiences."

Prioritizing Clientele

Target Audiences – "It would be nice to serve all. It's just not feasible;" Specific programs are needed to meet the needs of a variety of audiences.

Primary vs Secondary Audiences – "While these levels are part of about agriculture, there is not much hope that Agricultural education. Education will be given any responsibility for K-6 education. There may be a bigger role as a resource to K-6 teachers than has been played, but not a role for direct teacher/client interaction;" "While I strongly agree that all should be served, I don't necessarily agree that all should be served to the same extent;" "7-12 a primary clients, others secondary clients;" "I feel we can be providers of materials and inservice for K-6. It is important to work with elementary teachers about agricultural materials so they are telling the correct message."

SUPPLY OF AGRICULTURE TEACHERS

Issue

How should the profession prepare an adequate supply of agricultural education teachers in the public school?

Alternative Positions/Solutions					Mean	% Agree
Change Carl Perkins legislation to be more inclusive of teacher preparation	SD	D	A(14)	SA(18)	3.6	100
Develop a comprehensive recruitment program	SD	D	A(20)	SA(13)	3.4	100
Develop a support network to encourage teacher to stay in the profession	SD	D	A(24)	SA(10)	3.3	100
Recruit under represented populations	SD	D(1)	A(21)	SA(11)	3.31	96
Develop a national scholarship & recruitment campaign	SD	D(3)	A(22)	SA(8)	3.2	90
Recruit from industry	SD	D(5)	A(21)	SA(4)	3.0	83

Synthesis of Comments on a Supply of Agricultural Teachers

Clarify

Carl Perkins

Changing Role of Teacher Education

"I am not sure that Departments of Agricultural Education have teacher training as their number 1 priority!"

Considering Teacher Certification Options

"Provide more flexibility in providing teacher preparation through consortia offerings, distance learning, etc., so more candidates can access programs;" "Develop and deliver better teacher education programs;" "Develop inservice training to help industry recruits understand the history and traditions of Agricultural Education;" " As long as the individuals understand the depth of commitment necessary for being an effective teacher. Part of this will come by making sure they pursue teacher education course work;" "If you mean recruit from industry directly into teaching, I strongly disagree; if you mean recruit from industry into teacher education, then I strongly agree."

Reducing Job Responsibilities of Agriculture Teachers

"The job itself has to be more manageable. It is too much especially for a novice teacher."

Exploring Teacher Recruitment Strategies

"Supply and qualifications of Agricultural Education teachers need to be communicated and promoted;" "It's difficult to recruit candidates for teacher preparation programs. Incentives are needed to attract quality young men and women as teachers;" "We need strong teacher inservices for new and experienced teachers. Areas for inservice include stress management, fund raising, recruiting, and office and file management;" "We need teachers who choose to be in Agricultural Education because they have a personal commitment;" "Try everything! We need to realize that ... [some] people do not see the importance and need for entering that career. Let's refrain from using the term ag. ed. teachers -- this is not adequate;" "Until teacher salaries compete with industry, our recruitment procedure will fail. I feel the work of state and national professional teacher organizations are critical to this task."

LEGISLATION, POLICY AND FUNDING

Issue

How should the profession address federal legislation for agricultural education?

Alternative Positions/Solutions					Mean	% Agree
Full time lobbyist sponsored by the entire agricultural education profession	SD	D(5)	A(20)	SA(8)	3.1	84
Engage other lobbyist groups to address agricultural education concerns	SD	D(3)	A(25)	SA(5)	3.1	90
Work with and through the AVA	SD(1)	D(2)	A(24)	SA(6)	3.1	90
Collaborate with agricultural groups such as CAST, Federation of Food and Animal Science	SD	D(2)	A(28)	SA(3)	3.0	90
Collaborate with other educational groups such as NEA	SD	D(2)	A(29)	SA(3)	3.0	90
Lobbyist for National Vocational Agriculture Teacher's Association	SD(2)	D(10)	A(16)	SA(5)	2.7	63
Collaborate with environmental groups such as Sierra Club, Nature Conservatory	SD(2)	D(10)	A(19)	SA(2)	2.6	63
None	SD(19)	D(3)	A	SA	1.1	0

Synthesis of Comments for Legislation, Policy and Funding

Clarifying Lobbyist Activities

"[AVA] has not been effective in the past;" "We should have a staff person at the national level interpreting and providing advice on how agricultural education can best be served by current legislation;" "The lobbyist needs to be aware of the concerns of the agricultural education family but must be especially attune to state leadership. The NVATA lobbyist may not project that view...;" "AVA is doing a much better job of monitoring and interpreting legislation. However, resources are always needed."

Collaborating in Focused Areas

"Collaboration is the name of the game. We must do it from a position of strength, however, and not just "riding on the coattails" of some other group(s);" "We should seek out every opportunity to work together. We need to know what we need and want as a profession!;" "We should be on a positive footing with other groups and agencies but we need to be sure our concerns are represented by our own people;" "Work with other organizations without watering down each others agenda;" "I feel there is a way we could combine efforts, e.g. legislative network of professionals, to affect legislation."

Retaining Autonomy

"Some NEA positions may be detrimental to agricultural Education. Legislation could be accomplished by all groups above;" "NVATA makes the decision about their lobbyist -- not the profession's decision;" "Let all teachers pay for it, not just NVATA members." "Do not team up with animal rights groups."

VISION 2000 Meeting
Work Group Assignments

Priority Issue #1 — Future Purposes of Agricultural Education — Martin Room

Jim Leising, Chair
Marshall Stewart, Recorder

Kirby Barrick; Jim Sipiorski; Doug Butler; Marion Fletcher; Rick Welsh; Sam Custer; Gordon Stone; and, Woody Cox.

Priority Issue #2 — Curriculum Realignments — Stevenson Room

Dennis Scanlon, Chair
Kim Perry, Recorder

Dean Sutphin; Jerry Paxton; Ken Natzke; Tyler Grandil; Merle Richter; Jimmy Emmons; and, Coleman Harris.

Priority Issue #3 — State Administration of Agricultural Education — Marshall Room

Gene Eulinger, Chair
Jay Eudy, Recorder

DeVere Burton; Jim Kelm; June Dean; Curtis Childers; Tom Klein; Larry Case; Gene Hilgenberg; and, Bernie Staller.

Priority Issue #4 — Agricultural Education Clientele — Martin Room

Tom Klein, Chair
Woody Cox, Recorder

Dennis Scanlon; Dean Sutphin; Jim Sipiorski; Doug Butler; Marion Fletcher; Gene Hilgenberg; Tom Klein; Jimmy Emmons; and, Coleman Harris.

Priority Issue #5 — Supply and Demand of Teachers — Stevenson Room

DeVere Burton, Chair
Marshall Stewart, Recorder

Jerry Paxton; June Dean; Bernie Staller; Tyler Grandil; Rick Welsh; Sam Custer; and, Jay Eudy.

Priority Issue #6 — Legislation, Policy and Funding — Marshall Room

Merle Richter, Chair
Kim Perry, Recorder

Kirby Barrick; Jim Leising; Gene Eulinger; Jim Kelm; Ken Natzke; Curtis Childers; Gordon Stone; and, Larry Case.

Facilitators:

Gregory Gill
Joyce Winterton
Bill Stagg

SOLUTION WORK SHEET

ISSUE: #1 - What should be the purposes of agricultural education in the future?

Needs included: development of definition for agriculture and agricultural education; refinement of mission statement; and building consensus of above definitions and mission by Ag Ed profession, industry, government agencies and others.

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Develop definition of the terms, "agriculture" and "agricultural education." Implement an internal communications plan.	July - Dec. '94	• approval by affiliate Ag Ed professional organizations • validate use of the terms by professionals in local programs	a. Request the Ag Ed Division of AVA to form a committee to prepare the definitions. b. Secure approval by the affiliate groups and others. c. Disseminate through the publications of the 11 Ag Ed organizations.	Policy Committee Presidents of Ag Ed Groups Presidents of Ag Ed Groups
2	Develop and support resolutions by Ag Ed professional organizations and Ag Ed division of AVA to affirm purposes of ag education: prepare people for careers in and about agriculture.	July - Dec. '94	• approval by Ag Ed Division and AVA board • validate implementation/use of program purposes by local education programs	Prepare appropriate resolution(s) for submission to the Ag Ed Division of AVA.	Division Resolutions Committee
3	Develop and implement a plan for communicating the purposes of Ag Ed to industry, education, administrators, parents, guidance counselors, governmental agencies and other partners.	July '94 - June 30, '95	• increased number of new programs and increased enrollment in existing programs across the U.S.	a. Develop key messages and plans to communicate the mission and purposes to all partners. b. Secure funding for printing and dissemination.	Ag Ed Division of AVA FFA Foundation
4	Redefine the mission statement for Ag Ed so that it better reflects the purpose and definition and sets national direction.	July '94 - January, '95	• written mission statement that is approved by the Ag Ed professional organizations	Same as a & b above	Same as above

SOLUTION WORK SHEET

ISSUE: #2 - What curriculum realignments are needed for agricultural education that address the school reform movement and internal concerns of the profession?

Establish a national task force to create model curriculum/program frameworks for Ag Ed that integrate school reform involving key stakeholders.

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Update agricultural image as a technological, high wage, rewarding employment field.		Overriding: • seamless education • increased enrollment • knowledge & skill attainment • retention • job placement • knowing your clientele	Create a task force to develop curriculum frameworks for agricultural education that represent pre-school through adult education. The National Council will assume responsibility for identifying, and appointing the task force. Products will include a framework (styled similarly to those created for mathematics and science) and recommendations for future development. The framework should provide national direction while preserving flexibility for state and local adaptation. The National Council will take the necessary steps for establishing the initiative. The issue committee from Vision 2000 will write the proposal.	The National Council will appoint the committee, to include Dennis Scanlon. Begin the process as soon as feasible. Vision 2000 Curriculum Committee will write the proposal.
2	Develop, adapt and implement an articulated agricultural education model that integrates classroom instruction, work-based learning and leadership development.				
3	Place emphasis on partnerships and collaborations, such as: • occupational and academic • education and industry • secondary, post-secondary, higher education and adult • articulation agreements • administrators and counselors • parents • associations				
4	Conduct agricultural education research in accordance with broad educational research principles and practices.				
5	Integrate existing successful agricultural education models with educational reforms.				
6	Explore a variety of teaching strategies, such as: • team teaching • distance learning				
7	Analyze student organizations' structures.				
8	Conduct professional development seminars.				

SOLUTION WORK SHEET

ISSUE: #3 - How should we administer agricultural education programs at the state level?

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Identify and communicate needs for all state leadership.	June '95	• literature search • survey existing supervision (local, state and national) • comparison with and without state leadership	a. Conduct literature search. b. Survey existing supervision (local, state and national). c. Compare programs in states with state leadership and those without.	AAAE AAAE AAAE
2	Identify the level (amount) of state leadership being provided.	Nov. '95 (NASAE KC Mtg.)	• survey of state supervisors or contact person • categorization of results	a. Conduct a survey of state supervisors or identifiable contact persons. b. Categorize the results.	NASAE Executive Committee NASAE Executive Committee
3	Develop structures for providing basic state leadership.	July '95		a. Research existing systems. b. Develop prototype systems. c. Inservice and facilitate systems.	FFA Partners Team under direction of NASAE
4	Pursue methods of funding for state leadership.	July '95		a. Survey existing mechanisms. b. Identify alternative revenue sources. c. Inservice and facilitate mechanisms.	NASAE NASAE FFA Partners Team under direction of NASAE

SOLUTION WORK SHEET

ISSUE: #4 - Who should be the clientele served by agricultural education?

Begin at an early age to combat the formation of negative perceptions of agricultural career choices.

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
	Partners Public TV Ag in the Classroom Farm Bureau Food, Land & People 4-H Commodity Groups Food for America			Appoint an adhoc committee to develop this plan.	
1	**Preschool** Spark interest and build support through Saturday cartoon programming.	Proposal developed in one year		a. Prepare proposal. b. Find sponsor. c. Produce show.	
2	**Second Grade** Disney Farm (proposed in Virginia)	9 months from mtg.			
	Partner with other groups for materials to be available for all students. (Teach science using agriculture). Develop marketable terms, provide a sense of ownership.	Phase I: '96		existing delivery systems (where we have programs)	
	Fast food restaurant sponsorship (partner with educational program)	Phase II: '98		nationwide	
	Adopt-a-Meal program (one target week per year) trading cards trace milk and other food products.				
3	**7th & 8th Grade (middle school)** Applied science curriculum Science Fair Career planning information (exiting, hands-on)	1996		science and agriculture instructors will develop curriculum, implementation and inservice plan.	
	Integrate into introduction to technology and home & career skills classes	1996		task force development and deliverance of products	

SOLUTION WORK SHEET

ISSUE: #4 - Who should be the clientele served by agricultural education?

Begin at an early age to combat the formation of negative perceptions of agricultural career choices.

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
4	**7th & 10th Grade** Tools in hands of teachers Identify potential students Career and educational interest inventory				
5	**10th Grade** Develop materials that reach nontraditional audiences.				
	Develop more intensive occupational information. Distribute and inservice.	on going			
	Develop career brochures	Jan. '95			
6	**Post Secondary** Sell PAS to all post secondary institutions. National certification program	all states by 2000			
7	**Adult** All Ag Ed groups should be developing awareness programs.	now			
	Develop alternative learning programs (distance education).	now			

SOLUTION WORK SHEET

ISSUE: #5 - How should the profession prepare an adequate supply of agricultural education teachers in the public schools??

RECRUITMENT OF AG TEACHERS

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Scholarships for Ag Ed majors.			1	Foundation
2	Re-recruitment of former teachers.			2	NVATA/SVATAs
3	Teachers identify potential teachers in the classroom.			3	NVATA/AAAE
4	Track potential teachers as high school students.			4	NVATA/AAAE
5	Recruit at career shows and fairs.			5	NVATA
6	Place information about agricultural education into career data banks.			6	FFA Partners Team NVATA/NASAE
7	Create a high profile "Future Teachers of Ag Ed" club.			7	FFA/NVATA
8	Recruit through Extension system and other youth groups.			8	AAAE
9	Offer honors courses in Ag Ed for advanced credit in universities.			9	AAAE
10	Develop "Governor's Schools for Agricultural Sciences Institute" concept.			10	AAAE
11	Recruit former military personnel.			11	NVATA
12	Create rewards for teachers of teachers.			12	NVATA
13	Revitalize Alpha Tau Alpha conference at the National FFA Convention.			13	FFA/NVATA AAAE
14	Create a national clearinghouse for Ag Ed jobs.			14	NVATA

SOLUTION WORK SHEET

ISSUE: #5 - How should the profession prepare an adequate supply of agricultural education teachers in the public schools??

RETENTION OF AG TEACHERS

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Maximize volunteers to reduce "burnout."			1	FFA Alumni NVATA
2	Beginning teacher mentoring program.			2	NVATA/AAAE NASAE
3	Recognition of teachers.			3	NVATA/FFA
4	Create connections (state teachers associations - local program structure.			4	NVATA/NASAE
5	Promote international sabbaticals for experienced teachers.			5	FFA/NVATA
6	Promote short-term international experiences.			6	FFA/NVATA
7	Regional new teacher workshops.			7	NVATA
8	NLCSO/MFE/WLC component for new teachers.			8	FFA/NVATA
9	Package the "tricks of the trade" for beginning teachers.			9	NVATA
10	Find ways to get beginning teachers to the National FFA Convention and other national activities.			10	NVATA

SOLUTION WORK SHEET

ISSUE: #6 - How should the profession address federal legislation for agricultural education?

NO	PLAN OF ACTION (How)	TIME LINE	MEASUREMENTS OF SUCCESS	PLAN OF ACTION/BUDGET (How)	ASSIGNMENT (Who)
1	Develop and implement a system by which Ag Ed sets national policies.	March '95	All Ag Ed organizations are utilizing the AVA Policy Committee as a vehicle to influence national Ag Ed policy and federal legislation. Individual Ag Ed organizations are responsible for communicating the mechanism by which input is received and acted upon by the AVA Policy Committee.	AVA Ag Ed Policy Committee sets legislative policy priorities.	AVA Ag Ed Division
2	Develop a means or system by which Ag Ed develops and implements a uniform federal legislation policy. (Keys: • everyone has input • comprehensive communication • resolutions from all • empowerment	March '95		AVA Policy Committee will work more closely with the legislative staffer at AVA, focus on career, voc ed legislation.	AVA Ag Ed Division
3	Specific assignments and staffing that focus on legislative and policy activities such as: • authorization for Ag Ed • policy analysis of pending new and reauthorized legislation • lobbying • accessing available funding (develop national system of providing information to states)	March '95	All Ag Ed organizations support the staffing (provide financial support).	AVA Policy Committee sets legislative policy priorities.	AVA Ag Ed Division
4	Build coalitions with organizations having similar interests and policies.	March '95		Legislative processes will be re-evaluated to establish an effective network.	AVA Ag Ed Division

LEADERSHIP IN MANAGING CHANGE
EMMETT BARKER
PRESIDENT, EQUIPMENT MANUFACTURING INSTITUTE
FRIDAY, JULY 22, 1994

"More people change by the heat of the fire than by the light of the fire."
Anonymous

A. Leadership: The art of aligning personal agendas into a common cause
B. Managing: To interdict the normal flow of resources in such a manner as to influence a net positive reaction towards goals or objectives.
    1. Interdict (if the plan goes wrong . . .):
        a) to lay under or prohibit by an interdict (interpose/forbid)
        b) to forbid in a usually formal or authoritative manner
        c) to destroy, cut or damage by firepower to stop or hamper an enemy
C. To get the job done, you must lead, manage and interdict where necessary.
D. Considerations
    1. What is driving the agenda for change?
    2. What is driving your response options?
    3. What do you want to be when you grow up?
    4. How can you get there?
        a) Become the best . . .
        b) Anticipate the future.
        c) Be sure rewards justify effort (or don't do it).
        d) pursue a course of action until it is obviously no longer in your best interest to do so. (Stick-to-it-tiveness, tenacity, staying power)
        e) Approach every situation from the standpoint of its opportunities for personal and "corporate" growth.
        f) Find someone to lead the effort who wants this (achievement) more than anything else in the world.
    5. Ag Ed outcomes for VISION 2000
        a) Identify "opportunities" rather than "concerns"
        b) plan with defined benefits (rather than accountability)
        c) structures: "make adjustments . . . " don't "propose"
        d) someone has to put themselves on the line, or nothing gets done

STRUCTURAL RELATIONSHIPS AND SHARED RESOURCES
SATURDAY, JULY 23, 1994

You must learn from the mistakes of others. You can't possibly live long enough to make them all yourself.

Sam Levinson

What are some areas in which resources and structural relationships could be shared among or by agricultural education organizations?

A. **Communications**
   1. instant communications (fax/phone)
   2. Marion: need slick, monthly publication with room for all ag ed communication,
      a) goes to all ag ed community
      b) consolidates some other publications
   3. Larry: need centralized source/system of communications
      a) consistent key messages
   4. Joyce: more collaboration on brochures, as with Open Door brochure done through Iowa State

B. **Joint ventures**
   1. Bernie: consider joint ventures among groups for publications (shared costs) to lower the walls between groups, reduce ego factors (comparing sales), reduce competitiveness
   2. Joyce: need united voice, not different messages, or else outside groups will reject all input and communication

C. **Legislation**
   1. Bernie: possible area for cooperation

D. **Funding**
   1. Bernie: Foundation is possible shared resource of funding

E. **Information management**
   1. Merle: central databases
      a) teacher opportunities
      b) statistics
      c) rosters
      d) shared database management

F. **Membership services**
   1. database management
   2. Gordon: coordinated solicitation

G. **Marketing**
   1. Bernie: shared resource of marketing, Foundation gets access to sponsoring companies' marketing expertise, ag ed could request marketing support as a group

H. **Meetings**
   1. Larry: negotiating room rates, information about meetings
   2. Gordon: meeting planner, shared rates, expertise

I. **Task forces**
   1. Curtis: collaborate in areas such as diversity

J. **Personnel**
   1. Larry: changing rules and regulations, need centralized personnel management/expertise/information

K. **Grants**
   1. Larry: federal grant administration advice
   2. Jim K: hire supervisor to look over project managers shoulders to verify compliance, dot "I's" etc.
   3. Jim L: AAAE has resources in place at universities, perhaps FFA Foundation might not want to administer grants and leave to institutions that are already set to handle

L. **Legal**
   1. Bernie: pool legal advisory resources

M. **Question of shared resources?**
   1. Bernie: consider "Ag Ed, Inc." with shared resources of communications, fiscal, personnel, legal, benefits, etc.
   2. Kirby: ag ed organizations are very different with different memberships, resources, focus, we want to include all and not exclude
   3. Tom: how is income tracked?
      a) Bernie: services are paid at agreed upon rates, organizations collect revenue and pay expenses as before
   4. Tom: NVATA Board decided not to give up control and rejected outside "shared" professional services

WHAT DO AGRICULTURAL EDUCATION GROUPS NEED FROM EACH OTHER?
SATURDAY, JULY 23, 1994

When a gifted team dedicates itself to unselfish trust
and combines instinct with boldness and effort,
it is ready to climb.

Pat Riley

A. **NEED: Cooperation with agricultural education**
   1. NVATA
      - needs to develop a trust relationship with our partners
   2. USDE
      - needs unified action from all groups
   3. Council
      - needs people and for everybody to be involved
      - needs ideas from everybody

B. **NEED: Increased participation of customers**
   1. PAS
      - needs (from secondary education) students who are prepared, educated, competent, quality and capable
   2. NYFEA
      - needs participation in classes, seminars, contests and service projects from members of FFA, NVATA, PAS and FFA Alumni

C. **NEED: Financial resources**
   1. Council
      - needs dollars from everybody
   2. NASAE
      - needs financial support
      - legislation
   3. PAS
      - needs increased sponsorship from industry
   4. USDE
      - needs a resource base from all groups
   5. NVATA
      - needs funding to provide a quality program
      - foundation, state . . .

D. **NEED: Clear mission and direction**
   1. FFA FOUNDATION
      - needs a clearly defined mission that leads to effective ag ed operations
   2. USDE
      - needs a shared vision of agricultural education from teachers and supervisors

E. **NEED: Effective working relationships**

1. FFA
   - needs communication and cooperation between agricultural education groups
2. NVATA
   - needs collaboration on activities from everyone
3. NYFEA
   - needs partnerships with other ag ed groups for community service
4. PAS
   - needs awareness within AERO groups
5. USDE
   - needs participation and support for ag ed programs from affiliate groups

F. **NEED: Program delivery**

1. FFA FOUNDATION
   - needs increased capacity for conceiving, managing and delivering programs
   - needs excellence in the quality of products delivered as perceived by sponsors
2. FFA
   - needs excellent agriculture teachers (help from NVATA, NASAE, AAAE)
3. NYFEA
   - needs adult instructors and conference presenters from the agricultural instruction community
4. NASAE
   - needs assistance in state level management

G. **NEED: External support**

1. NASAE
   - needs support for the need for supervision on the state and federal level
2. FFA
   - needs community support (school boards, parents, administrations, etc. ($)
3. FFA FOUNDATION
   - needs excellence in quality of products delivered or perceived by sponsors
4. USDE
   - needs from school administrators an acknowledgement that agricultural education is an important part of the high school curriculum

CONGRESSIONAL FORUM SPEAKERS
VISION 2000 CONFERENCE
FRIDAY, JULY 22, 1994

"Coming together is a beginning.
Staying together is progress.
Working together is success."
Henry Ford

A. **Congressman Charles Stenholm**, Texas
   1. Department Operations and Nutrition Committee, Chair
      a) has oversight over USDA reorganization
   2. Challenges that we face require cooperation, coalition building, partnerships, working together.
   3. Problem today: tabloid TV putting out negative information about agriculture.
      a) must counteract this through education by communicating what we do in agriculture
      b) animal rights groups, others, have been working slowly but steadily through elementary education
      c) Ag Ed must begin working cooperatively in the areas of food safety, nutrition
   4. Need for coalition building: agriculture should work with the nutrition and hunger community.
      a) listen to those in school lunchrooms, people who feed our children, food stamp committee
      b) others are winning because they emphasize the negative; we must learn to emphasize the positive
      c) common ground: all recognize the importance of abundant food, of quantity

B. **Jim Sipiorsky**, president, National Council for Agricultural Education
   1. Challenge for Vision 2000 participants: as you look at the future of agricultural education, put your hearts in; drop your walls. Find where your organization can contribute to the future.
   2. Einstein (paraphrased): To solve the problems of today, you must change your frame of mind from when they were created.
   3. Accountability: that in the year 2000 you can feel accountable for what happened here at this meeting.

C. **Dr. Mark Atwood**, president, Agricultural Research Division, American Cyanamid
   1. Agricultural successes have been technology driven.
   2. Communications: must be able to communicate around the world if we are going to be competitive in the future.

3. Society is in a constant state of change, and pace is increasing.
    a) Rate of change in knowledge is doubling every 1-3 years
    b) challenge is to educate and make good decisions on the basis of new information
4. How do we prepare today's youth to meet the workplace challenges of tomorrow?
    a) Education is our most important tool
    b) Agriculture is essential if the country is to be successful
    c) Must teach students how to learn, and that learning is life-long
        (1) applied learning
5. Skills necessary for people to be successful in agriculture in the next ten years:
    a) basics are important
    b) ability to analyze and understand needs, and make good decisions
    c) understanding basic principles of science and technology to help them sort out what they hear and read
    d) understand that agriculture is a global business
    e) good interpersonal and cross cultural skills
    f) communication and computer skills
    g) foreign language skills
6. Biotechnology is an important area of future development.
7. Schools, business, industry and government must continue to cooperate if we are to identify the skills needed, meet the educational challenges of today and ensure that our workers of tomorrow will be prepared to maintain our country's leadership position in agricultural technology.

D. **Senator Larry Craig**, Idaho
1. FFA is the fastest growing youth organization in the country today, and it's working again like it has never been before.
2. Why we're here today: to provide that unique opportunity to young men and women to excel, and to have the tools by which to excel in today's society, be it in agriculture or beyond agriculture and into the leadership it will demand.
3. Challenges are there: world hunger, biotechnology, produce abundant food for our society and meet the environmental challenges that we know we will have to face, and to be able to do that through the technology and skills that are for all of us to use.

E. **Dr. Dean Plowman**, acting assistant secretary, science and education, USDA
1. Biggest challenge we face is how to feed all the people.
2. The success in agriculture has made it possible for the rest of the country to run.
3. The public has lost the connection between food and fiber and production agriculture. Must change the public's mindset regarding agriculture.
4. The Memorandum of Understanding is symbolic, it will formalize some things we've done in the past, it will bring us together in furthering the good message we have about agriculture.

MEMORANDUM OF UNDERSTANDING

AMONG THE UNITED STATES DEPARTMENT OF AGRICULTURE, THE NATIONAL COUNCIL FOR AGRICULTURAL EDUCATION, INC., AND THE NATIONAL FFA FOUNDATION

This Memorandum of Understanding (MOU) is made and entered into among the National Council for Agricultural Education, Inc. (The Council), 5632 Mt. Vernon Memorial Highway, P.O. Box 15035, Alexandria, VA 22309-0035 (Phone 703-360-8832), the National FFA Foundation, Inc. (FFA Foundation), 579 D'Onofrio Drive, P.O. Box 45205, Madison, WI 53744 (Phone 608-829-3105) and the United States Department of Agriculture (USDA), 14th Street and Independence Avenue, SW., Washington, DC 20250 (Phone 202-720-5923).

I. PURPOSE

The purpose of this MOU is to establish a general framework for cooperation among The Council, the FFA Foundation, and USDA. USDA, The Council and the FFA Foundation propose to work together to achieve common goals related to advancing the public interest through assuring international competitiveness and sustainability of agricultural and related industries through a more well prepared work force.

II. STATEMENT OF MUTUAL INTEREST AND MUTUAL BENEFITS

The school-based agricultural education community, through its strategic planning initiative, has identified core values which are believed to be held in common within each of the elements (teachers, student groups and related professional associations) within the community: Agricultural education is committed to providing instruction in and about agriculture, serving all populations, developing the whole person, responding to the needs of the marketplace, advocating free enterprise and entrepreneurship education, functioning as a part of the total education system and utilizing a proven education process which includes formal instruction, experiential learning, leadership and personal development. These values represent a consciousness and commitment to programming that is attractive to all persons regardless of ethnicity, gender, handicap, sexual orientation, religious preference, place of domicile, or socio-economic status. The agricultural education community seeks to attract and retain all who can benefit from education in and about agriculture.

The FFA Foundation, Inc., is the development arm of the school-based agricultural education community. It is directly associated with the National FFA Organization (formerly "Future Farmers of America") and through selected projects with The Council. It provides a mechanism for individuals and corporate and nonprofit organizations to share in providing support for the overall benefit and for specific programs designed to improve and enhance the value of education in agriculture for

students, the industry of agriculture and the well-being of the nation. The FFA Foundation connects the business community to formal agricultural education organizations and programs by providing a forum for the exchange of ideas as well as the funding for specific initiatives. The FFA Foundation accomplishes its mission by helping agricultural education organizations accomplish their missions.

The Council is a national partnership organized to foster creative and innovative leadership for the improvement and further development of agricultural education as a part of public education. The partnership includes agricultural business and industry, public schools, state departments of education, colleges and universities, government and professional organizations. School-based agricultural education, at the secondary and 2-year college levels in the 50 states and territories, involves more than 750,000 students and 12,000 instructors in more than 7,600 local communities and 600 community and technical colleges. There are more than 200 agricultural education consultants in state departments of education, 350 agricultural teacher educators in 120 universities, 38,000 active FFA Alumni, 30,000 young and adult farmers. Instructors are state certified and employed by local school districts and annually provide more than a hundred million student hours of formal instruction. Local teachers also provide countless hours of after school and summertime programming and facilitate the voluntary involvement of parents and other adults in conducting activities for students at the local, state and national levels.

USDA administers and provides leadership in numerous areas of interest in common with the school-based agricultural education community. Examples include agricultural science and technology, rural and community development, food safety and nutrition, environmental stewardship and natural resources, information and technology transfer, international trade, economics and finance, agricultural literacy, regulation and consumer protection, and human resource development. In an era of revolutionary growth in agricultural technology and heightened environmental awareness, the re-invention and re-configuration of USDA presents a critical staging for new partnerships with other groups that have similar goals and underlying values to assist in outreach to critical elements of the USDA constituency.

The USDA and the school-based agricultural education community should be more closely linked. USDA is a major source of new knowledge that affects the quality and relevance of the agricultural and related education curricula in local K-12 schools, 2-year colleges and technical institutes. The Council and FFA Foundation offer to USDA the capacity to train teachers and provide them with instructional materials. This capacity can be utilized to evenly distribute information and assure its use by audiences that are pivotal to the economic and social fabric of rural and urban America. Teachers of agriculture are the vehicle through which students and their families, many of whom are directly engaged in agribusiness, agricultural

production and related careers, can be effectively reached. Teachers need high quality, up-to-date materials and the training in their use. USDA can access this system through identification of joint needs and resources with which to activate it.

III. THE UNITED STATES DEPARTMENT OF AGRICULTURE WILL:

1. Designate top administrative staff who will have responsibility to actively seek and communicate areas in which there is a match between the education delivery needs of USDA and the priorities and potential that exists or can be developed to meet those needs through school-based agricultural education.

2. Create a process through which the long-range interests of USDA, agricultural industry and the school-based agricultural education community can be addressed utilizing strategies that optimize the outreach of USDA through agricultural education.

3. Publicize within USDA the intent with which active steps are being taken to encourage collaboration with and support of school-based agricultural education initiatives.

4. Partner with the FFA Foundation to leverage the resources of the Department through public and private sector support of selected projects designed for the ultimate benefit of education in agriculture through the schools and 2-year colleges.

IV. THE NATIONAL COUNCIL FOR AGRICULTURAL EDUCATION WILL:

1. Provide a mechanism for in-service education and instructional materials dissemination to teachers of agriculture to ensure quality education and a highly trained work force in agriculture that will help ensure global competitiveness.

2. Help identify needs and interests of teachers of agriculture, their students, local communities, farmers, agribusiness and related groups.

3. Cooperate with the Secretary of Agriculture, designees and other USDA officials to help identify areas in which mutual interests may be addressed.

4. Provide feedback to USDA relative to implementation, reception and impact of in-service and instructional materials joint initiatives.

V. THE NATIONAL FFA FOUNDATION WILL:

1. Develop applications for and monitor grants, cooperative agreements, and contracts, and provide fiscal accountability for projects that may flow from this process.

2. Work with private sector interests to assist in funding projects which all parties agree are high national priorities.

3. Continue to foster communications between the agricultural education community and USDA officials.

VI. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND AMONG ALL PARTIES THAT:

1. Except when otherwise provided in a supplemental agreement, in writing, all costs resulting from cooperation under this MOU will be borne by the party that incurs them. It is expressly understood that the ability of USDA to carry out activities under this MOU is subject to the availability of appropriated funds.

2. Specific work projects or activities that involve the transfer of funds, services or property among the parties to this MOU will require execution of separate agreements or contracts. Each subsequent agreement or arrangement involving the transfer of funds, services or property among the parties to this MOU must comply with all applicable statutes and regulations, including those statutes and regulations applicable to procurement activities, and must be independently authorized by appropriate statutory authority.

3. This MOU in no way restricts any of the parties from participating in similar activities or arrangements with other public or private agencies, organizations or individuals.

4. Nothing in this memorandum shall obligate USDA, The Council or the FFA Foundation to expend appropriations or to enter into any contract or other obligations.

5. This MOU may be modified or amended upon written consent of all parties. The MOU may be terminated with 180 days written notice of any party. Unless terminated under the terms of this paragraph, this MOU will remain in full force and in effect indefinitely.

6. The parties agree to prepare an annual work plan identifying specific cooperative efforts to be undertaken.

7. The parties agree to review and assess the effectiveness of the program(s) and the MOU annually.

8. Implementation of the MOU will occur at the national levels of USDA, The Council and FFA Foundation.

9. No part of this MOU entitles The Council or FFA Foundation to any share or interest in USDA activities other than that provided by applicable law and regulations, nor will the MOU be construed as obligating USDA to reveal information to The Council or FFA Foundation that is not available to the public, or render treatment that is preferential to The Council or FFA Foundation; nor shall either be construed as offering preferential treatment to USDA.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding as of the last signature date written below.

Larry D. Case, President, The National FFA Foundation Board of Trustees — Date 7/22/94

James L. Sipiorski, President, The National Council for Agricultural Education — Date 7-22-94

R. D. Plowman, Acting Assistant Secretary, Science and Education — Date 7/22/94
United States Department of Agriculture

The National FFA Foundation, Inc.
P.O. Box 45205
Madison, Wisconsin 53744-5205

NEWS RELEASE

For Immediate Release
July 22, 1994

Contact: James Gibson
608-829-3105

Cooperative Agreement Signed to Enhance Relationship between U.S. Department of Agriculture and Agricultural Education

WASHINGTON, D.C—New opportunities for cooperation and collaboration are expected to result from the Memorandum of Understanding signed today between The National Council for Agricultural Education, the National FFA Foundation and the United States Department of Agriculture. The agreement was concluded at a signing ceremony during a Congressional Breakfast for Agricultural Education at the Rayburn House Office Building.

The memorandum establishes a "general framework for the achievement of common goals related to advancement of the public interest through assuring international competitiveness and sustainability of agriculture and related industries through a more well prepared work force."

"This landmark partnership with the U.S. Department of Agriculture is a direct extension of the strategic plan for agricultural education," said Dr. Larry D. Case, president of the National FFA Foundation and national FFA advisor. As noted in the agreement, the mission of agricultural education is to provide "instruction in and about agriculture, serve all populations, develop the whole person, respond to the needs of the marketplace, advocate free enterprise and entrepreneurship education, function as a part of the total education system and utilize a proven educational process which includes formal instruction, experiential learning, leadership and personal development."

The school based agricultural education community, at the secondary and two-year college levels in the 50 states and territories, involves more than 750,000 students and 12,000 instructors in more than 7,600 local communities and 600 two-year colleges and technical institutes. There are more than 200 educators in 120 universities, 38,000 active FFA alumni, and 30,000 young and adult farmers.

—MORE—

Through the agreement, USDA pledges to charge a top administrative staff member with responsibility to identify areas of cooperation for mutual benefit with agricultural education, and to encourage collaboration throughout the department. The department will also partner with the National FFA Foundation to "leverage the resources of USDA through public and private sector interests for the benefit of education in agriculture through the schools."

The National Council for Agricultural Education will provide a delivery system and dissemination of materials to "ensure quality education and a highly trained work force in agriculture that will help ensure global competitiveness," as well as cooperate with and provide feedback to USDA representatives.

The National FFA Foundation will develop applications for and monitor grants and contracts, provide fiscal accountability for projects and initiatives, and assist in fund raising.

Representing the respective organizations and participating in the signing ceremony were Dr. Larry D. Case, president, National FFA Foundation, Inc.; James Sipiorski, president, The National Council for Agricultural Education; and Dr. R. Dean Plowman, Acting Assistant Secretary for Science and Education, U.S. Department of Agriculture.

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DEVELOPING AND COMMUNICATING THE VISION AND MISSION

RON DAVIS
PRESIDENT AND CEO, BIGGS/GILMORE COMMUNICATIONS

FRIDAY, JULY 22, 1994

"Be somebody nobody else is."
Biggs/Gilmore corporate brochure

A. **Congressional Breakfast Observations**
   1. the audience was composed of like minds and experiences
   2. need to "get out of the box"
   3. involve others from beyond rural agriculture

B. **Objective for this communications workshop**
   1. ensure ag ed elements are pointing in the same direction

C. **Communications Planning for Agricultural Education**
   1. critical to have a centrally coordinated plan
   2. must have a core, clear, concise message for agricultural education
   3. must move from the "reactive" to the "proactive" mode
      a) Health field mission descriptors
         (1) wellness
         (2) caring
         (3) save lives
         (4) curing
         (5) moved from "healing the sick" (reactive) to "prevent illness" proactive
            (a) "did we succeed?" - very clear cut
   4. must identify specific outcomes in the mission statement (provide a means for measuring success)

D. **Key questions**
   1. **What is the most important contribution you can make (through ag ed)?**
   2. **What is the most gratifying aspect of agricultural education to you as an individual?**
      a) seeing positive growth and change in the lives of young people, and consequently helping our communities and nation develop
      b) Doug: changing lives
      c) Tom: watching students grow
      d) DeVere: see young people achieve their goals
      e) Gordon: curiosity
      f) Jay: growth of partnerships (USDA)
      g) Tyler: provide hope for the future through education
      h) Marshall: professional relationships
      i) Rick: broadening lives
      j) Coleman: being on the team to help feed the world

k) Why was ag ed begun?
   (1) provide supply of food at critical time
   (2) teach boys to farm
   (3) agriculture was used to teach science

E. **Agricultural Education Mission Statement**
   1. Suggested mission statements:
      a) The mission of agricultural education is to: recruit, prepare and support the individuals who will provide stewardship (leadership?) for our food, fiber and environmental systems.
      b) empowering people to feed and lead the world
         (1) training
         (2) educating
         (3) developing
      c) issue: is ag ed only for public education, or more?
      d) issue: role of "environment?"
      e) issue: role of "leadership?"

F. **Brand positioning is concerned with differentiation**
   1. What is one promise that only your brand can uniquely make?
      a) agricultural leadership
      b) stewardship for food, fiber and environmental systems
   2. In what important way is the brand distinctive from all others?
      a) agriculturally focused

G. **Summary**
   1. want to end up with a clear, concise message for agricultural education
   2. core of communications program is
      a) what we do, outcome-based
      b) be distinctive
   3. central coordination
      a) establish core message *strategies*
      b) develop core message *materials*
      c) execute umbrella program
      d) develops:
         (1) customized message to constituencies
            (a) individual groups can adapt as necessary
   4. communications plan foundation
      a) core message
      b) prioritized target audiences
   5. thought process: talk in languages that people understand
      a) guard against acronyms, technical terms
      b) use layman's English

MISSION STATEMENT CLARIFICATION AND DEVELOPMENT
JULY 23, 1994

The thing always happens that you really believe in;
and the belief in a thing makes it happen.
Frank Lloyd Wright

A. **The Ag Ed mission statement:**
1. needs to include those who don't "feed"
2. inclusion of public schools
3. communications to public (slogan) vs. mission statement
4. connections to the environment
5. action-oriented - use terms such as "recruit," "support"
6. use contemporary language that communicates to youth, school boards, etc. (multiple audiences)
7. distinctive to agricultural education
8. serves the needs of society rather than ag ed (looks outward, society recognizes and values the need)

B. **Agricultural Education . . .**
1. IS/CAN BE/SHOULD/BE: (those we "promise" to deliver are bolded)
   a) **leadership**
   b) **careers**
   c) **Preschool-adult education**
   d) **people development** business (personal growth)
   e) **food, fiber and environmental systems** skill development and enhancement
   f) **community development** (social, economic)
   g) **contribute to economic development**
   h) **support base for a critical industry**
   i) **inclusive** (for all people)
   j) **applied learning**
   k) **education for the professions** (careers), not liberal arts
   l) **high tech/high science** (biotechnology, etc.)
   m) **vehicle for teaching academic skills**
   n) secondary education in agriculture is necessary for entry to ag professions and higher education
   o) **teachers well connected to the community and parents**
   p) **a place to belong**
   q) a cause bigger than self
   r) **ag ed is a community**
   s) **a source of recognition and rewards**
   t) **quality work force preparation**
      (1) attitude, work ethic, problem solving, getting along, communication skills, ability to change
   u) **instilling an aspiration for life-long learning**

v) **collaborate to meet the needs of the industry**
w) **is a process/vehicle for education,** rather than a subject
x) **provide leadership for the school reform movement**
y) **structure to provide experience in agriculture**

2. ISN'T:
   a) liberal arts
   b) just farming
   c) all things for all people
   d) just FFA
   e) not just "doing"
   f) for white males
   g) remedial education
   h) a social program
   i) adequately funded
   j) just a rural program
   k) an easy "A" for students
   l) simple; something that anyone can do
   m) as respected or understood by those that don't know us as it should be
   n) a way to become wealthy
   o) limited to secondary education
   p) low-tech
   q) an end in itself

C. **Focus Questions**
   1. What is it that I find most gratifying? (What is it that I get out of agricultural education?)
   2. What is the one promise that we want to make?

D. **Mission Statement Elements to Consider**
   1. nature of the enterprise
      a) audience
         (1) people
         (2) leaders
      b) agriculture
         (1) **agricultural and environmental systems**
         (2) food, fiber and environmental systems
         (3) applied life sciences
      c) education
         (1) prepare
         (2) recruit
         (3) develop
         (4) promotes
         (5) create
         (6) train
         (7) secures

(8) build
(9) educate
(10) empower
(11) provides

2. essential promises
   a) economic and social well being
   b) lifelong learning
   c) personal growth
   d) leadership
   e) awareness (ag literacy)
   f) career preparation
3. scope of the audience (for whom)
   a) all
   b) students
   c) public
4. major benefits/payoffs
   a) community development
   b) economic development
   c) personal success/careers
   d) stewardship
   e) food supply

E. Mission Statement Drafting

1. GROUP #1
   a) The mission of agricultural education is to recruit, prepare and support the individuals who will provide stewardship for our food, fiber and environmental systems.
   b) Empower people to feed and lead the world through . . .
   c) Deliver leadership, personal growth and career development to the individuals who will provide stewardship for our food, fiber and environmental systems.
   d) Agricultural education delivers personal, academic and career development to the individuals who will provide stewardship for our food, fiber and environmental systems.
   e) The mission of agricultural education is to secure leadership and support for our food, fiber and environmental systems by delivering personal, academic and career education in agriculture and environmental sciences.
   f) The mission of agricultural education is to foster awareness, career development, leadership and life long learning for careers in food, fiber and environmental systems.
   g) Agricultural education fosters awareness, provides leadership development and prepares individuals for careers related to food, fiber and the environment.

h) Agricultural education fosters awareness, provides leadership development and delivers career preparation to individuals for careers related to food, fiber and the environment.

i) Agricultural education provides individuals with awareness, leadership development and career preparation in our food, fiber and the environment systems.

2. Group #2
   a) Agricultural education prepares individuals for careers, builds awareness and develops leadership for the systems of food, fiber and the environment.
3. Group #3
   a) Agricultural education prepares individuals for careers, builds leadership and [promotes] awareness for the life sciences of food, fiber and the environment.
4. Bullet statements should be added (to do this we will . . .)
   a) provide an adequate supply of well trained, highly motivated employees for the industries of food, fiber and the environment
   b) provide an adequate supply of well trained, highly motivated leaders for the life science industries
   c) inform the public of the interconnectedness of agriculture, the environment and life sciences to the quality of life

F. Test of the mission statement: is it . . .

1. unique (differentiation)?
2. motivating/inspiring?
3. accurate?
4. concise?
5. captures essential promise(s)?
6. distinct?

Appendix J

STRATEGIES	PROMISES: Leadership	Careers	Pre School-Adult	Business of Developing People	Food, Fiber and Environmental Skills	Community Development	Contribute to economic development	Support base for critical industry	Inclusive	Applied Learning	Education for the professions	Vehicle for teaching academic skills	High tech inclusion - Bio Tech	Teachers are well connected to community	Belong to something	Ag Ed is in the community	Well connected to recognition and rewards	Attitude, ability to do, tech competence	Instill life long learning	Meeting collaborative needs of industry	Ag Ed is context, process, makes connections	Provide leadership for school reform	Structure provides experiences for agriculture
Purpose																							
Request Ag Ed form committee to define purpose	○	○	○	○	○			○			○	○								○			
Prepare resolution	▲	▲				○																	
Communicate a plan for key messages and mission							○		○	○	○	○	○	○		○	○	○	○		○	○	○
Program Realignment	○		○	○	○		○			○	○	○	○	○	○			○	○	○	○	○	○
Curriculum framework proposal	○		○	○	○									○	○	○		○					
Upgrade Ag Ed image	○		○	○	○									○						○			
Emphasis on partnerships and collaborations	●				○							○											
Conduct Ag Ed research	●		○										○										
Explore variety of teaching strategies	●														○								
Analyze student organization structures	○	○	○	○	○					○		○			○	○		○	○	○	○	○	○
Conduct professional development seminars																							
State Administration	○		○	○			○	○	○			○	○		○	○			○	○		○	
Identify and communicate need for state leadership in all states																○	○						
Inventory level of state leadership being provided	○		○													○	○						
Develop structure for providing state leadership	○		○		○	○																	
Pursue methods of funding for state leadership	○		○	○				○		○		○	○	○		○		C			○	○	○
Legislation	○		○	○				○					○	○	○	○		○	○	○	○	○	
Set national policies for Ag Ed	○		○	○								○	○	○	○	○		○			○	○	○
Implement Ag Ed policy	○		○	○		○																	
Staff for legislative and policy	○		○	○					○	○		○	○	○	○	○		○	○	○	○	○	○
Build policy coalition																							
Supply of Teachers for Ag Ed	○			○	▲												○						
Scholarships	○			○														○					
Recruit former teachers	▲															○		○		○			
Identify potential teachers	○		○																				
Track potential teachers	●	○																					
Recruit at career shows	○		○							○													
Get Ag Ed in career data banks	○	○														○							
Develop club for potential teachers	●	○				●												○					
Recruit through Extension system and other groups	●																						
Advance university credit for potential ag teachers	○	○	○			○				○							○						
National clearing house for Ag Ed teaching jobs	●										○										○		
Washington Leadership Conference teacher program	○													○									
Package "tricks of the trade"	●	○				○																	
Beginning teachers tie to The Council	●																						
Maximize use of volunteers	○	○												○	○			○					
Begin teacher mentoring	●					○								○	○			○	○				
Recognition of teachers	○																	○					
Create connections to state teachers associations	○	○																	○		○		
Promote international sabbaticals for teachers	○																						
Promote short term international experiences																							
Use outside experts to restructure program	○					○					○										○		
Regional network of teachers workshops	▲																			○			
NLCSO/MFE component for new teachers	○					○					○			○	○								
Governor's Ag Institute for teachers	●																						
Recruit from military	○																						
Revitalize Alpha Tau Alpha conference	○					○																	
National clearing house for Ag Ed jobs																							

This grid indicates the connection between the principal strategies developed through the Vision 2000 issues planning process and the "promises," or unique attributes, of agricultural education. The shaded rows identify those strategies that address most directly the attributes of Ag Ed, and are therefore primary themes that deserve special emphasis in development.

○ Strong connection
● Moderate connection
▲ Slight connection

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